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**The Role of Teacher's Feedback in Enhancing Students'
Writing.**

**The Case of Study: Third- Year L.M.D. Students of English at Abd
Elhafid Boussouf in Mila University.**

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
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Dedication

First of all, I, Miss Labiod Sara, would like to dedicate this work to my dearest father and mother whose power, love, support, and trust have sustained me in my life. I really appreciate your standing with me, because you are the source of encouragement and patience.

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Abstract

The teacher's feedback to students' writing is undeniably a key component of the process of writing. It is supposed to be the guide that students follow throughout the writing process and the means which helps them to produce good writing. However, students' attitudes towards this type of feedback may vary and so may their reactions. Therefore, through the use of two research instruments, this study aims to explore the impact of teacher's feedback on students' writing and to study students' attitudes towards it. To meet the research aims, a questionnaire was submitted to a sample of 70 third year students and another questionnaire to 13 teachers from the Department of English at Abd Alhafid Boussouf in Mila University. The use of teacher's questionnaire provided some insights into the approaches that teachers of Written Expression adopt in teaching writing, as well as their strategies of giving feedback. The results yielded by the second research instrument, the students' questionnaire, reveal that the feedback given by teachers is often welcomed and extremely trusted by the students regarding its role in developing writing proficiency. These findings confirm that providing teacher feedback during writing would improve students' written productions significantly.

Key Words: writing, teacher's feedback, learners' attitudes.

List of Abbreviations

EFL: English as a Foreign Language.

ESL: English as a Second Language.

L1: First Language.

L2: Second Language.

CF: Corrective Feedback.

SSA: Student Self- Assessment.

Call: Computer - Assisted Language Learning.

Q: Question

CFTs: Collaborative Feedback Tasks

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General Introduction

General Introduction

Writing is considered to be drudgery by most students as it is a difficult task to learn. Both in EFL and ESL situations, teaching writing starts from the beginning of early stages of teaching the language as a whole. The prominence of writing for the EFL / ESL students becomes most apparent, especially, when they start studying at a university in which the medium of education is English, as students in those universities are required to produce academic products like reports, term projects or take essay type exams in their departments. Therefore, it can be concluded that the writing skill is essential for the students to be successful at an English-medium university.

With the developments in teaching writing, L2 writing teachers started using different strategies and techniques for teaching writing and helping their students for both producing and examining their own written work through feedback. The L2 language teachers' job is to guide the (un) skilled students, who take less time to plan and monitor their work, and turn them into experienced students through the feedback process. In spite of the feedback that might be offered, not all ESL students are able to use that feedback equally well. For example, students with lower proficiency levels may not have adequate linguistic awareness to correct mistakes, even if they are identified for them.

In this situation, writing teachers should realize that ESL/EFL writing is one of the most complicated aspect of becoming proficient at any language. Hence, teachers should consider several aspects of feedback when implementing error correction in writing classes: Who are the learners? When in the writing process should feedback be offered? What type of errors should be dealt with? How much information should be provided?

1. Statement of the Problem

It is well known that in order to become a good writer, one needs to do a lot of writing with mastering elements of content, style, and organization, in addition to surface elements, such as grammar, vocabulary, and the actual mechanics of writing. However, good writing comes from receiving the right training and feedback on what went right and what went wrong because making errors is a crucial part of learning in the first place. When students make errors, teachers are there to provide them with guidance so that they will be able to produce the correct target form. Furthermore, teachers need to provide feedback on students' written performance in order to enhance their target language and their writing skill.

According to Brookhart (2008), feedback can be powerful only if it is done well so that it gives students the information that they need, and it helps them to understand where they are in their learning and what to do next. In a similar way, Ferris (1999) provides a similar argument that distinct approaches to error correction need to be identified, and that correction "Which is selective, prioritized and clear can and does help at least some student writers" (p.4).

However, what may make teachers get increasingly worried is the fact that the students tend to ignore the instructor's feedback on their writing. Most teachers invest a great deal of time and energy circling, underlying, correcting errors, and trying to make suggestions for improving their written piece yet the students do not take their feedback into account. For example, many students make the same errors in their papers over and over even though they receive feedback which took from teachers much time and efforts. These learners undervalue the feedback and ignore its brighter side.

From this present research on feedback on writing production, one can notice that two crucial issues are certainly needed: first, the significance of writing, since it is an excellent way of processing and practicing many aspects of language ,and second, the increasing role of teacher's feedback, since it is the teacher's duty to provide the most helpful and extensive response possible, and in the same time, how to make both students and teacher aware of its importance.

2. Aim of Study

The aim of the present dissertation is four points. The first aim is to describe the way teachers' practices in the writing class: their approaches to teaching writing, their types and strategies of giving feedback. The second aim of this study is explore the role of teacher's feedback on improving students' written production. The third aim is to see how the learners perceive the teacher's feedback and their attitudes towards it. The fourth aim is to explore learners' awareness of the significant of teacher's feedback on writing.

3. Research Questions

This study tries to answer a number of related questions:

- 1- What are the different practices used by teachers in the writing classes?
- 2- What is the role of teacher's feedback as far as the writing skill is concerned?
- 3- What are the students' attitudes towards the teacher's feedback?
- 4- Are students aware of the importance of receiving feedback?

4. Research Hypothesis

In the light of what has been previously said, the hypothesis on which the present thesis is based runs as follows:

- Providing teacher's feedback during writing would enhance students written production significantly.

5. Research Instruments

To meet the aforementioned research aims, two research instruments are adopted: a teacher questionnaire and a student questionnaire. The first questionnaire is for teachers of Written Expression at the department of English in Abdelhafid Boussouf in Mila University. It aims to investigate the teachers' in-class practices as far as their feedback on students' writing is concerned. The students' questionnaire serves to obtain an inclusive idea about the students' perceptions and attitudes towards their teachers' feedback on their performance in writing. To these ends, 70 students from the same affordably mentioned department are investigated

6. Research Structure

The dissertation is composed basically of two chapters. The first chapter, devoted to a detailed review of literature, is made up of two sections which are: writing and feedback. The second chapter, a practical one, is also composed of two parts devoted to the description of the research methods and procedures used, in addition the analysis of the results obtained from the learners' questionnaire and the teachers' questionnaire.

Chapter One: Writing and Teacher's Feedback

Chapter One: Writing and Teacher's Feedback

Introduction

Generally, in an EFL/ESL environment where skills are integrated, the writing skill stands out as an essential part of learning process that should be taught with the whole package, so it should be taught for both academic and communicative purposes. Besides, the value of providing feedback is considered as a source of information about the students' strengths and weaknesses on their writing to do improvement. Thus, to meet the parallel between writing and feedback on it, part one provides insights into the writing skill in general. It starts with defining the nature of the writing skill, focusing on the system of EFL/ESL writing. Then, the focus shifts to discuss the components of writing. Next, an exploration of different approaches to teaching is provided. After that, this chapter sheds light on learners' problems and difficulties in writing, and most importantly, the teacher's role in this process. The second part includes also different definitions of the term feedback and clarifies its purpose and its features. Then, the focus shifts to talk about its models. Next, thorough the description of different types of feedback is provided. This will be followed by mentioning its sources. In addition, this part sheds lights on the advantages and disadvantages of feedback. Finally, the scope of this part is narrowed down to concentrate on teacher's role in giving feedback and how it is perceived by students.

Section I: The Writing Skill

1. The Nature of Writing

People develop the form of writing to record and communicate different types of information. Developing writing is an important step in human history and civilization because it makes it possible to pass down information from one generation to another.

Many years ago, people used to know a single definition of writing as it is the use of symbols and graphs to record speech. Some writers, however, come up with other views concerning this idea of symbolism. For example, Arapoff (1967) describes writing as being “Much more than an orthographic symbolization of speech. It is most importantly, a purposeful selection and organization of experience”(p. 233). According to her, writing is an experience includes all the facts, opinions, beliefs and ideas that they are acquired whether through observations and actions, or reading and practice.

As Scarborough (2001) points out, writing has become treasurable tool in classrooms for showing understanding, engaging students in thinking, and communicating. He suggests that writing supports increasingly complex thinking about topics that students are learning. According to him, writing is among the most complex human activities. It involves the development of a concept, the capture of mental representations of knowledge, and the acquirement of an experience to deal with different subjects.

Hence, writing can by no means be less important than the other language skills, especially speaking because these productive skills, together, help learners to produce language easily and effectively. This relationship between the skills was confirmed by Weigle (2002). For him, one reason that is important for language testing is the connection between writing and speaking, which is why writing can be seen as a special case in second language (L2) use and how much writing is distinctly different from speaking in drawing upon the

variety of the same linguistic resources, but also relying on a variety of mental processes. Traditionally, most linguists hold the view that the main reason for the existence of the written form is to portray the language in its oral form. So, the importance of this relationship between writing and speaking cannot be ignored because writing is essentially a means of representing speech in another medium (Lyons, 1968).

Due to its importance, how writing can be defined. It has been the center of interest of a number of professional scholars who have different views on writing and writing skills. According to Nunan (2003), writing is the mental work of inventing and creating ideas, thinking about how to express them and organize them into statements, clauses and paragraphs that will be clear to the reader. Thus, writers must choose the most effective medium for their writing to create plans, drafts and other various types of writing, each type has a different level of effectiveness which is determined by its objectives.

The written shape of a speech or the written form of a language changes over time. As a result, researchers come across different definitions. Reisman (2013), for instance, thinks that “The creativity in writing not only includes good idea, but also the writers ability in all process of writing until becoming a writing product” (p. 11). So, writing here depends more on the writer himself, his creativity and his views toward the world. Sometimes, using imagination can help to translate the different thoughts that cross minds into a meaningful words.

Other scholars, view writing as a product of numerous senses that differ from one person to another because people represent words by dissimilar means and several structures. Roger (2001) stresses that there is no particular concept that can cover all the writing systems that exist or have ever existed. In the other hand, Gere (1985) is more precise, she distinguishes between the terms "writing across the curriculum" and "writing to learn" by the primary

purpose of each. According to her, the main goal of writing across the curriculum is to improve the quality of writing while the main goal of writing to learn is to use writing as a tool for thinking and learning.

1. 1. Writing in EFL and ESL

English has become an international language, so students must develop their skills, especially writing in a functional, natural, and proper way by using creativity and critical thinking in their writing. According to Crysle (1999), writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression. This means that language is a tool for communication and people use language to communicate. However, among the four language skills of English, writing is considered to be the most complex skill for learners to acquire because of its complexity in grammatical structure, vocabulary, spelling and pronunciation. Hence, students need help to develop their skills in using this language. This can be achieved through different instructions and also through experiencing the whole writing process whether by learning English as a second language (ESL) or English as a foreign language (EFL).

Although EFL and ESL are aimed at teaching/learning English, there are some differences in teaching purposes and strategies for both EFL and ESL classrooms. Lawi (2011) describes EFL as referring to learning English in non-English countries (E.g. Japanese people who learn English in their native country) and ESL refers to learning English as a tool of communication. From a different stance, Stern (1983) points to the differences and the variations between EFL and ESL in terms of: linguistic features, learning goals, language environment and learning methods. In his point of view, foreign language is used outside the country to communicate with native speakers and so on, but second language refers to any language that might share the same important role as one's mother tongue.

1. 2. Writing system in EFL and ESL

The majority of second language learners are learning not only a second language (L2), but also a second language writing system. The term "writing system" has two distinct meanings, one associated with general written ideas and one associated with specific languages. A writing system is a set of visible or perceptible signs used to represent unit of language in a systematic way (Cook & Basatti, 2005).

The second sense of "writing system" overlaps with orthography, by referring to the set of rules employed in a particular language for spelling and punctuation because teaching EFL writing is often about teaching EFL grammar. EFL learners think that they have good writing skills, but unfortunately they have poor writing skills at the sentence level. Therefore, teachers will need to take them back to sentence level and start to teach them the right use of rules. For example, how to write simple phrases and sentences, then, moving slowly to more complex structures like paragraphs and essays (Coulmas, 1999). That is to say, anyone who is learning the written form of an L2 is learning an L2 writing system.

L2 users and natives use the same writing system of language even though they differ from each other in the way they speak, read, write and think. The L2 users may even differ from native in the way they use or think about their L1 writing system. So, different writing systems represent different language units. The L2 writing system may represent different linguistic units from the one of L1. For instance, the L1 writing system may represent morphemes and the L2 writing system syllabus, or the L1 writing system may represent consonants and the L2 writing system phonemes. When the two writing systems represent the same linguistic units, L2 writing system learning is facilitated, but even if they represent different units, the L1 writing system effects the use of the L2 writing system (Cook & Basatti, 2005).

According to Zimmerman (2013), when we consider writing in an EFL classroom, we generally think of the instructor assigning subjects and specifying the length of the paragraph or essay. Students who know that writing is the most challenging skill among the other skills usually do not accept this type of activities because it limits their thinking and creativity. However, practising writing in class is part of a well-rounded EFL lesson. In this case, the teacher's feedback plays an essential role in the students' writing process because it helps them to identify their own strengths and weaknesses.

So, teachers should take into account at least two factors to determine what type of writing is done in class after choosing the appropriate methods and supporting materials. Teachers start applying their techniques and ways of teaching according to the student's needs and individual differences. Giving a certain test or some questions to learners to solve is not enough, the teacher must give his own feedback by correcting learners' mistakes, so they will not develop to permanent errors.

Giving feedback in the process of writing is important to improve students' writing quality (Brown, 2001). From another perspective, Ferris (1999) argues that corrections in general cannot be dismissed, since they depend on the quality of the correction. If the correction is clear and harmonious, it will work.

2. The components of writing

According to Diederich (1974), the first and the most important variable in writing is thought with comment based on clarity, development, and relevance to the subject and purpose. The next recognized element is mechanics, which consists of sentence structure, punctuation and spelling. Organization and analysis is the third element. The fourth element is vocabulary and phrasing which include the choice and arrangement of words. He points out

that the final factor is called "flavor" or style which consists of personal qualities revealed in writing, such as originality, and interest.

From another perspective, some researchers have suggested some other important components which learners must understand. These components can help EFL/ESL students to improve the quality of their academic content and writing process as a whole. Harris (1969) groups these components in five general elements.

- Content, which involves the ideas expressed.
- Form, which refers to the organization of the content.
- Grammar, which refers to the use of grammatical forms and syntactic patterns.
- Style, which displays the use of structures and lexical items to give a particular tone to writing.
- Mechanics, which consists of the use of the graphic conventions of language.

2. 1. Content

The content of writing is defined differently by different scholars, according to different situations and depending on the context of writing itself. Some researchers on writing define the writing content in terms of the information ready to be presented to a particular audience.

According to Moore(1989), the defining characteristics of any form of education is the interaction between learners and learning content. For him, without content “There cannot be education since it is the process of intellectually interacting with the content that results in changes in the learner’s understanding, the learner’s perspective, or the cognitive structures of the learner’s mind” (p. 2).

2. 2. Grammar

According to Hartwell (1985), grammar is “The branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns”(p. 109). Furthermore, grammar is a set of rules dealing with syntax and word structure of language. Researchers strongly suggest that the most beneficial way of helping students’ improve their command of grammar in writing is to use students writing as the basis for discussing grammatical concepts. They agree that it is more effective to teach punctuation, sentence variety, and usage in the context of writing than to approach the topic by teaching isolated skills (Calkins, (1980); DiStefano & Killion, (1984); Harris, (1952)). Because writing is a complex and challenging activity for many students, teachers should focus on the grammatical concepts that are essential for the clear communication of meaning.

Shaughnessy (1977) points out four main grammatical concepts: the sentence, inflection, tense, and agreement. She advises teachers to allow their students to examine grammatical errors in their own writing. As they revise their writing, teachers can provide grammar instruction that guides them to correct their problems in sentence structure. She also concludes that the best grammar training is that which gives the most effective outcomes in a short period of time.

2. 3. Form

The form has something to do with the structure and organization of thoughts to create the meaning of a piece of writing.

- Essays: They are considered as a creative piece of writing because the writer is expressing his ideas, thoughts and even his criticism in a well organized way.

According to Eunson (2014), essays are documents on specific topics containing a mix

of facts and opinions, which are set out in logical sequences and are expressed appropriately. Within an essay, the contents (what is said) and the form (how they are said) are included. These aspects are separate ,but not unrelated.

- Novels: According to Azhari (2017), novel is a literary work which formed a narrative story where the writer uses his imagination freely. This story is supposed to entertain the reader through the plot because the plot builds the story and connected one event to another. Therefore, life problems and mystery experiences should be included to make the novel more interesting.
- Poetry: According to Olilla and Jantas (2006), poetry is a kind of verbal or written language that is rhythmically structured and is intended to tell or express an emotion, idea or state of any being. Poetry is used in multiple ways to achieve this artistic expression. In the composition of their work, poets follow certain forms and patterns. these forms are elegy, narrative, ode, ballad, sonnet, villanelle, sestina, free verse, and epic.

2. 4. Mechanics

Noguchi's (1991) postulates that grammar choices affect writing style, sentence combining is an effective method for helping students develop fluency and variety in their own writing style. So, mechanics refer to the rules of the written language, such as capitalization, punctuation, and spelling. They also refer to conventions of punctuation, capitalization, spelling, and the visual appearance of words. These conventions work closely with the rules of grammar and have more to do with the relationships between words and group of words. A piece of writing that does not follow the rules of mechanics can be difficult to understand.

2. 5. Style

Carroll (1947) and Gibsen (1869) define style as “A choice where there is more than one way of performing an action or achieving a certain goal, style consists in choosing to do so consistently in a specific manner” (p. 180). They also consider style as a signature, some stylistic features are so typical for a specific period, a movement, or an individual author for the attribution of the work. In their views, “The conception of style as a signature rests on the idea that in each period some formulations or linguistic variants are more common than in others and that each author uses language in his own way” (pp. 196-198).

3. Approaches to Teaching Writing

Writing is one of the most important skill in learning a foreign or a second language. The significance of being able to write in EFL/ ESL has become clearer nowadays. For this reason, different approaches to writing, such as the product, the process, and the genre approach came into existence and they have been the central concern of SL/ FL researchers and theorists. Richards and Renandy (2002) claim that “There is no doubt that writing is the most difficult skill for L2 students to master” (p. 303). So, developing the writing skill is not an easy task for both native speakers and non-native speakers. the complexity of writing skill makes teaching writing so important in English class.

3. 1. The Product-Oriented Approach

The product approach is “A traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage” (Gabrielatos, 2002, p. 5). In fact, this orientation is the result of the intertwining between structural linguistics and the behaviorist learning theories of second language teaching that were dominant in the 1960s (Silva, 1990).

According to behaviorists, such as Ivan Pavlov (1927) and B. F. Skinner (1976), learners are considered as a language producing machine. In other words, learners can acquire ESLE/EFL throughout imitation and repetition of the linguistic items. In fact, implementing the behaviorism theory on the field of education, and especially in teaching writing, takes a form of input and output. More specifically, it is an observable stimulus-response relationship model. A stimulus is always a teacher who gives information to his learners, while the response comes as a student's reactions and attitudes. In addition, student's response can be analyzed either positively or negatively depends on his/her behavior (Budiman, 2017).

Simply, in order to apply the behaviorism theory in this particular approach of teaching, it is necessary to measure many elements which are: (1) the organism is the learner, (2) the behavior as verbal behavior, (3) the stimulus as what is presented of the foreign language,(4) the response as the learners' reaction to the stimulus, and (5) the reinforcement as the extrinsic approval and praise of the teacher, fellow students, and self- satisfaction of target language use (Fauziati, 2016).

In the product approach-oriented classroom, the emphasis on language structure as a basis for writing teaching is typically a four-stage processes:

- Familiarization: Learners are taught certain grammar and vocabulary, usually through a text.
- Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
- Guided writing: Learners imitate model texts.
- Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth (Hyland, 2000).

In short, it can be concluded that the position of the teacher inside the classroom is considered only the grammatical error pointer and the supporter of those grammatical points. Moreover, the teacher always ends up the writing session without providing feedback to his

learners, since he thinks that learners are just repeating what has been said before (Li, 2000). Thus, his/ her feedback is neglected in this approach.

3. 2. The Process-Oriented Approach

In the mid-1970s, the process approach begin to replace the product approach and comes as a reaction to it in terms of ways of teaching and evaluating. According to Kroll (1990), the process approach “Provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)” (p. 96). In other words, with the rise of the process approach, the central focus is no longer on the finished text, but on the a steps that make up the act of writing.

In addition to the previous, this new trend of teaching writing consists mainly on adapting the cognitive theory and mental processes. That is to say, its founding goals are to determine how the mind represents the world and how it uses these representations in thinking. In order to justify this statement, Reid (1984) asserts that the learner is not supposed to write down on a given topic in a restricted time, and wait for the teacher to correct his paper. He/she rather writes a primary draft, shows it to the teacher or to another student, reads it again, enriches it, and revises it before writing ultimate draft. Thus, the teacher’s role inside the classroom is to give to his students enough time not only get more ideas, but also to express them in new language forms as well.

Grabe and Kaplan (1996) identify two main aspects of instruction within the process approach: ‘awareness’ and ‘intervention’. In their view, awareness refers to an active learner, who plays an important role to recognize the meaning of an effective written text. Intervention refers to a teacher’s or peer’s advice to the learners on how they might best express what they want to say in the particular context of what they are writing.

With regard to the above point, there are some studies done by (Radecki & Swales, 1988; Lee, 2005) which show that students wanted overt correction of errors (i.e., direct error feedback) from teachers. However, other studies (e.g. Arndt, 1993; Hyland, 2001; & Saito, 1994) suggest that students prefer indirect to direct error feedback, where hints were provided, and therefore a more active role to play in the feedback process. In sum, it can be said that the text form is not neglected, but it is not the primary concern so that students are intertwined with both the feedback given by the teacher and the opportunity to re-draft based on the feedback.

3. 3. The Genre-Oriented Approach

In the 1980s, the genre approach becomes a more popular in different parts of the world, and it considers writing as a social and cultural practice. Swales (1990) refers to genre as “A class of communicative event in which the members have a set of communication goal” (p. 58). In this technical sense, the focus is put on the language and discourse features of particular texts and the context in which the text is used, such as interview genre, media genre, or advertisement genre (Hasan & Akhand, 2010).

Seemingly, terms like genre and genre approach in writing are relatively new in teaching and learning English as they interpret writing from a distinct perspectives. Thoreau (2006) states that genre in writing is a type of writing which has a typical style, particular target of readers, and a specific purpose. In a similar way, Martin (1999) proposes three main phases of genre writing process consisting of: a) modeling, b) deconstruction, and c) language understanding. To support this view, Cope and Kalantzis (1993) suggest that in modeling stage, a certain genre is given to the students by the teacher. The teacher and students, then analyze it in order to grasp its characteristics in terms of linguistics features, structures of the text and the communicative purpose. In second phase, the students do the exercise by

manipulating and changing the given text with regard to appropriate language usages. Finally, students try to produce a certain genre type by using their previous understanding and knowledge.

Generally, the teacher's role inside the classroom is more or less the same as in product-based approaches with his feedback occurring on the final text and limited to the correction of grammatical shortcomings. Also, he can assist learners by making their writing more effective in terms of choosing the correct genre, determining the purpose, and using adequate language.

From all that has been said, the genre-oriented approach can be described as a mixture of both the process and product approach.

4. Stages of writing

Many process writing specialists have agreed that there are different stages that writers go through while writing, but they have not agreed on defining these stages, or how many stages should be included in the writing process. However, some of those specialist like Tompkin (1990) divides the writing process into five stages: pre-writing, drafting, revising, editing, and sharing.

4. 1. Pre-writing

According to Tompkin (1990), pre-writing is the stage where authors spend a great deal of time generating and creating ideas which inspires them to think about what to write and how to approach the chosen topic.

The pre-writing stage is obviously very important mainly because the secret of a well-organized paper is in the planning process. Tompkin (1990) claims that most of writers start with the topic, and then decide what they have to say about it. To put it in another way, after

collecting the appropriate information and detail ideas, writers will be clear about the message that they want to transmit to the reader. To support this view, D'Aoust (1986) explains the important role of pre-writing activities "Pre-writing activities generate ideas; they encourage a free flow of thoughts and help students to say it on paper. In other words, pre-writing activities facilitate the planning for both the product and the process" (qtd in Oskourt 2008, p. 94).

In order to justify the above statement, Brown (2001) presents the following classroom activities for the pre-writing stage: brainstorming, listing (in writing-individually), clustering (begin with a key word, then add other words, using free association), free-writing, reading (extensively) a passage and skimming and/or scanning a passage

These exercises can assist students in generating ideas about a subject and encourage them to start writing informally. they can be also easily done in the classroom without consuming much time. The first four tasks are identical, but one of those activities might have better result than the other depending on students' preferences. In addition, Kroll (2001) addresses the subtle variations in each technique. According to him, brainstorming is often a group work exercises in which all students share their ideas on any subject. Whereas, listing is an individual activity in which the student is motivated to write a long list of possible ideas and subcategories on a specific subject. Listing clustering, however, shows connections between ideas. The last technique, free-writing or quick writing, allows students to write rapidly without stopping in a short period of time. He further points out that reading should be used to promote writing and students are required to read a large amount of material, in which they are often asked to summarize, analyze, and synthesize the texts.

In respect to this point, Soven (1999) recommends that teachers should use the following steps when introducing students to writing:

- a. Pre- writing activity.
- b. Explain the purpose of the technique being used.
- c. Model use of the technique.
- d. Allow students to experiment with the technique.
- e. Ask the students how it felt to use the technique

4. 2. Drafting

In accordance with Tompkin (1990), when the ideas are planned, the next step is drafting. During the writing process, the brain processes the information; therefore, the writer will find himself making connections, discovering new concepts and ideas, by using the collected information in the first stage. Then, he needs to keep checking his notes and not to be afraid of making some improvement because he may even needs to change a whole idea and replace it with a better one in some points. To put it another way, the more complicated the writing task is, the more time it would take for learners to do so. Also, the learner should avoid modifying every word and sentence each time; instead, he should write down what comes into his mind even if it seems silly, so he can always go back and fix it.

Along similar line, Zemmerman and Daniels (1988) suggest that teachers can help students during the drafting stage through the following:

- Conducting teacher-student conferences.
- Providing in-class time for writing when appropriate.
- Helping students understand the writing process.
- Demonstrating ways to get "unstuck" (such as focused free-writing or temporarily changing the audience for the writing).

4. 3. Revising

If drafting is for the writer, revision is for the reader. According to Tompkin (1990), in the revision stage, students should determine how to improve their writing by looking at their writing from different point of view. He states that teachers should make it clear to students that revision is not about correcting minor grammar errors, but focusing on text material and organization. Teachers can also highlight awkward word choices and give some suggestions for better word choices and expression so that they should respond to the first drafts focusing on the general sense of the writing. Teachers should try not to rewrite students' sentences; instead, they can ask students what a particular sentence means and they will try to explain it.

During the revision stage, learners must consider their writing from and their audience's point of view because some writers find it helpful, especially, when someone else reads their writing. Tompkin (1990) describes the features of revising as follows, "Revision is not just polishing writing; it is meeting the needs of readers through adding, substituting, deleting, and rearranging material" (p. 83). In other words, if the reader criticizes the writer's language, style and way of putting the ideas together, only then, the writer can change some unnecessary thoughts or delete some unneeded details. The reader can also help the writer to know which parts in the documents are not clear. Oshima and Hogue (1999), "No piece of writing is ever perfect at the first time" (p. 10).

Not only does revision helps the writer to organize his ideas, but it also adds more elements to learners' vocabulary stock. In the context of this statement, White and Arndt (1991) state that the main aim of this stage is to "Enrich the repertoire of linguistic resources which are the essential tools for writing" (p. 137).

4. 4. Editing

Considering that editing is the last step before the final results, Tompkins (1990) defines it as “Putting the piece of writing into its final form”(p. 88). In this technical sense, In the EFL classrooms editing is considered more significant than in the ESL classrooms, since EFL students cannot be free from test situations.

Nation (2009) argues that the various feedback types are important to improve student’s writing since “Learners can be encouraged to edit through the feedback they get from their classmates, teacher, and other readers” (p.120). While the revision is mainly concerned with clarifying the several texts to the reader, editing focuses on making the documents meet the conventions of written English. During editing, the following aspects are checked: grammar, word choice, capitalization, spelling, punctuation, and sentence structure.

4. 5. Sharing

Writing means communication. If the learner writes something, he always intends for someone to read it. So, when he publishes a document, he opens it to public for others to read. Tompkin (1990) further presents twenty five ways to share writing. For him, sharing is a social activity in which students read their completed work with audiences, such as peers, friends, families, or community. So, teachers should start with a writing target that helps learners decide how to provide feedback and how to make a better communicational atmosphere for students where they can develop confidence as authors, since there is a real audience and a real interaction between both writers and readers in the writing classrooms. Among those ways, reading the text aloud in the class, then, starting to debate the final product. This can be the best way to share thoughts and personal point of views. Furthermore, teachers should also encourage students to read each other’s work for information and

enjoyment, or simply making a classroom newspaper can give students the sense of professional authorship.

4. Learners' Problems and Difficulties in Writing

No one can deny that academic writing is of great importance not only to master English language, but also to be successful in learning other disciplines where English is the medium of instructions. Al-Khasawneh (2010) shows that when writing in English, EFL/ESL learners have many problems, such as the organization of ideas, the limited number of vocabulary, and less experience with second language rhetorical strategies, in addition to other difficulties stemming from differences in cultural backgrounds such is the case with idioms. Hence, in order to succeed in a foreign language generally, and writing skill specifically, learners need to surround themselves with an effective language learning environment.

5. 1. Problems With Grammar

Teaching grammar is perhaps one of the most controversial issues in language teaching. It is viewed as an essential part of language instruction. Richard and Renandya (2002), for example, define the term grammar as "A description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language" (p. 230). However, many students still make errors in grammar when writing, they find it difficult to master all the aspects of writing and to produce an adequate piece of writing, since they suffer from mother tongue interference, and when they came to translate them into English, unsuccessful translation appears in the form of errors, especially grammatical errors.

5.2. Problems with Vocabulary

Vocabulary learning is a lifelong task of learning languages because students will continue to find new words throughout their lives, even long after mastering grammar forms of language. According to Mehring (2005), “Vocabulary acquisition is a learner-centered activity with the effectiveness of the learner’s strategies depending on his/her attitude and motivation towards new vocabulary acquisition” (p. 4). In this context, it is important for language learners to do more activities guided by the teacher for a long period of time. In addition, the teacher should explain for them the real meaning of words ,since the word itself consists of both the signifier and signified like it is named by De Saussure(1998) a word reference or the sign. However, vocabulary- learning is a problematic issue, especially for the non-native speakers of English, who face problems with words meaning, or guessing meaning of new words through its context (Sari, 2010).

5.3. Problems with Spelling and Punctuation Marks

Spelling and punctuation marks are very important in written language, and any mistake in spelling can affect the written product and may lead to misunderstanding. Graham (1999) defines spelling as “The ability to recognize, recall, reproduce or obtain orally or in written form the correct sequence of letters in words”(pp. 78-98). Many researchers are trying to find the main factors which cause spelling problems and errors that may ,in return, be divided into several types. A possible division for such error is the one suggested by Mc Alexander et al. , (1992) which comprises two types called primarily routs of errors: visual and auditory. Besides, there are other supplemented routs of errors which he summarizes as follow:

A- Visual errors: These errors are caused by over-reliance on the visual route. They reflect on the inability to match sounds with letters. For example, liense for license. In this case, the learner is not aware of the missing sound.

B-Auditory errors: They occur due to the over-reliance on auditory route and a poor visual memory. The learner has not read it enough to form a visual picture or has heard the word but not seen it before .

C- Rule errors: They occur when the learner violates standard English spelling patterns. For example, recieve (for receive) violates the i before e.

D- Semantic errors: They take place when the learner does not consider the meaning of homonyms (e.g. too go for to go); or when he does not recognize a root word, (e.g. physcology for psychology).

E- Morphology errors: They are a result from incorrect use or missing prefixes and suffixes(e.g. can goods for canned goods).

F-Analogy errors: They occur , when the learner uses an inappropriate phonetic model for the target word. For instance, using already as a model for all right to get alright.

G- Motor errors: They are a result of making inappropriate physical movements in writing the target word or its letters. For example, some letters tend to be formed.

In the other hand , punctuation marks are considered as a powerful stylistic effects if they are used well, and they are integral parts of writing. For this reason, Caroll and Wilson (1993) illustrate three problems linked to punctuation. The first is that punctuation rules are not totally exact, they are complex, and they depend on one's style to determine the meaning.

5.4. Problems with Capitalization

Aside from spelling and punctuation marks, another factor which may affect readability and mutual intelligibility is capitalization. Rezeq and Elmassri (2019) note that writing is not just about translating what the students think about a given subject of learning, but it also means students should be able to use the appropriate capitalization because this will enable them to score more overall marks. Punctuation makes communication clear, effective, impressive, and giving the text a standard and distinctive appearance. In respect to this point, Church (1995) declares that these differences arise due to some capitalized words usually denote proper names, names of organizations, locations, while some do not. For instance, the word Black in the sentence initial position can stand for a person's surname, but can also refer to the color. In this case, learners face a disambiguation issue of capitalized words in mixed-case texts.

5.5. Problems with Content and Paragraph Organization

Writing a good composition in English never seems easy. This needs creativity, reasoning, the ability to analyze ideas, bringing them together, and then updating the final editing. Moreover, Italo (1999) and Muhammed (2015) point out that writing any paragraph requires considerable efforts as well as practise in terms of paragraph structure, language use, and mechanics, but in some cases, learners always mix a lot of ideas in one paragraph which results in a lot of redundancies and repetition.

5.6. Problems Due to Native Language Interference

Language interference is one of the fundamental challenges faced by the learners of second language; however, it affects learners' inter language positively as well as negatively. According to Ellis (1997), "Language transfer is the influence that the learner's L1 exerts

over the acquisition of a L2” (p. 2). In order to justify this statement, wang (2003) declares that SL/FL students can generate pieces of writing that contain correct grammar structure as well as appropriate vocabulary items, and content. Nevertheless, many sentences make more sense in the students’ native language because of the direct translation from L1 into L2. To sum up, linguistic interference is a very common and natural problem that can be resolved. If teachers know the similarities and differences between the native and the target language of the student, they will be able to select or adapt best approaches, strategies, and materials that suit learners’ needs.

6. Solutions to the Writing Problems

6. 1. Learner- Centered Solution

Learners’ writing ability can be improved by fostering their interest, motivation, and enjoyment for writing throughout following some steps.

6. 1. 1. Reading

Reading is considered to be one of the most powerful tools in any language learning process. Many researchers believe that extensive reading leads to writing competence. This belief was extended by Krashen (1982) to L2 in his "reading input hypothesis", that is directly associated with "comprehension hypothesis". Indeed, his hypothesis postulates that extensive, self- directed pleasure reading in the target language influences writing proficiency and improves writing style. In other words, reading plays an undeniable role in the development of the writing skill in both L1 and L2 learning context alike:

A book can be put in our pocket, it can be thrown away, we can write on it, we can tear it, lose it and buy it again...we can read during breakfast, after we wake up, and we don't have to phone it when we don't have time to read... we may be bored with it, but it is never bored with us (Krashen & Kiss , 1996, pp. 207-210).

6. 1. 2. Keeping a Diary

Writing is one of the four skills in language learning and a process of discovering. Bolton (2001) believes that writing diary is the best method to enhance learners' writing, in which they can write all their feelings about their future and past stories or hopes. Along similar lines, Harmer (2007) states some benefits of diary writing. First, the value of reflection; a diary provides an opportunity for students to think about what happened and how something happened in their real life. Second, the freedom of expression as diary writing allows students to express their feelings freely because they express them in written form. Finally, diaries help in developing writing skills. That is to say, diary writing contributes to the students' writing skill improvement such as writing fluency.

6. 1. 3. Raising Meta-cognitive Awareness (self- Awareness)

According to Mai (2012), meta-cognitive awareness is a "Reflective practice which offers the opportunity to learners for thinking about thinking, learning about learning, self-monitoring and regulation"(p. 148). He further claims that it is also considered as the "seventh sense" and one of the mental characteristics that successful learners use. In this way, meta-cognitive strategy permits learners to become goal oriented, which encourages them to set goals effectively. If learners understand how to make the next step in writing, their level

of monitoring will be enhanced so that they promote self correction of their works (Patel & Laud, 2009).

6. 2. Teacher- Centered Solution

6. 2. 1. Giving Rewards and Punishments

Rewards and punishments are essential strategies used by teachers in order to prompt students' motivation in the learning process, in general and in the writing process in specific. These strategies are also of paramount significance in increasing learners' effectiveness and efficiency in writing. Van (1997) defines reward as a significant tool to attract, motivate and retain employees, while punishment is to give painful or undesirable consequences in order to suppress response of behavior reappeared in the future (Skinner, 1938). For example, verbal praise is the most common form of rewards that teachers offer to learners; it consists of complimenting students when they behave in a way that is positive. However, punishment should be used only as the last resort and it is always related to learners' misbehaviors.

6. 2. 2. Using Technology

Technology has been used to support learning for centuries, from the print innovation to whiteboards and touch-screens. It has also become an important part of the learning process in and out of the class. Becker (1999) emphasizes that teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning. He further explains that computer-based activities provide learners with rapid information and appropriate materials that motivate them to learn more. For instance, in traditional classrooms, teachers stand in front of learners lecture, explain, and instruct through using blackboard or whiteboard. However, in modern classroom, using technology can create a learning atmosphere that is centered around the learner rather than the teacher. In

sum, one can say that the use of media inside the classroom increases learners' motivation, and in the same time, develops the thinking skills.

6. 2. 3. Using Interactive Method

The concept of interaction is an essential part in learning and teaching processes. More recently, many teachers stress that it is more important to create an environment that encourages students to take risks in their writing through making sense of what they hear and read, and putting their ideas into words. Ellis and Foto (1999) say that "Interaction contributes to acquisition through the provision of negative evidence and through opportunities for modified output "(p. 9). To put it another way, L2 learners can acquire a new language only if they encounter communicative problems and face a constructive criticism from their teachers ;thus, they will be able to modify their input , which lead to satisfactory outcomes. Black and William (1997) also state that there is sufficient evidence to suggest that moving toward fully interactive pedagogies, mutual reflection, and creation of cooperative knowledge contribute to improving language and achievement.

6. 2. 4. Giving an Effective Feedback

Apparently, giving feedback from both teachers and other students is an important action that helps students to improve their writing piece. Furthermore, feedback that is given by a teacher makes learners more aware of their strengths and weaknesses in learning a given course. According to Lightbown and Spada (1999), feedback is "Any indication to the learners that their use of the target language is incorrect" (pp. 431- 462). Thus, the practise of giving good feedback does not only provide useful information, but also offers decent information to teachers to eventually improve the learning experience for the students. In

similar vein, Yorke (2003) argues that the act of assessing has an effect on the assessor as well as the student.

7. Teacher's Role in the Writing Process

Regardless of the teaching methods they use and the contexts of teaching in which they work, all good teachers are expected to perform certain roles that are deemed essential in their job in order to develop the education's quality. In other words, the position of the teachers in the classroom may change from one stage activity to another so that they can help their students to produce well structured compositions.

7.1. An Information Provider

Usually, students believe that it is the responsibility of the teacher to transmit information and knowledge to them. This relates to long-standing conception of the teacher's traditional role as an information provider. In this case, the teacher is seen as an expert who is knowledgeable in his or her field, and who conveys knowledge to students usually by speech (Brown & Atkins, 1986).

7.2. Instructor

In fact, the instructor takes teaching as the primary responsibility yet assumes a more passive role in the classroom. He spends time monitoring students' learning, managing their behaviors, and promoting a positive learning atmosphere. According to Choudhury (2011), "...Teachers perform an important mediation role and co-constructing learning with the students instead of simply disseminating the information"(p. 34). That is to say, what is expected from the instructor is to work side by side with the students and monitor their weaknesses and strengths. In addition, Van Avermaet and Gysen (2006) suggest that

instructors should motivate students to invest considerable energy to complete tasks that are interesting and challenging so that learners will learn by doing.

7.3. Manager

Seemingly, teachers who adopt management as a means of creating a healthy learning environment tend to be more successful than teachers who stress their role as disciplinarians. More importantly, good managers aim to help their students understand what is expected and how to fulfill those expectations in the target situation, not intimidating or punishing them for failing (Brophy, 1983).

7.4. Observer

Observation serves as a useful instrument which needs careful planning. It helps a teacher as an observer to develop particular skills and techniques, as well as leading him/her towards professional improvement and experience. As Harmer (1998) says "Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future" (p. 26). For example, using classroom observation, can give a chance for beginner teachers with enough skills and knowledge to improve their teaching continuously through analysis, reflection, and seeing the various interpersonal interaction between learners. In this respect, classroom observation should be "developmental rather than judgmental" (William, 1989).

7.5. Assessor

Obviously, the teacher carries out a responsibility not only to plan, implement educational programs, and to assess the students' learning, but also to assess the course and curriculum delivered. Biggs (2003) claims that teachers have to carefully pursue compatibility between

the curriculum objectives, the teaching and learning activities, and assessment procedures because “When there is alignment between what we want, how we teach and how we assess, teaching is likely to be much more effective than when there is not”(pp. 26-27).

Generally, the two last teacher’s roles namely observer and assessor are grouped under one category as "feedback provider", especially that there is a shift from content-based objective education to outcomes-based education. To summarize what has already been discussed, Harmer (2000) believes that giving feedback on writing tasks demands special care:

Giving feedback on writing tasks demands special care.

Teachers should respond positively and encouragingly to the

content of what the students have written. When offering

correction teachers should choose what and how much to

focus on based on what students need at this particular stage

of their studies, and on the tasks they have undertaken (p. 261).

Conclusion

From all that has been said throughout this section, it is concluded that writing Among plays two distinct but complementary roles. First, it is seen to be a very basic requirement for human being as it goes hand in hand with human life, and in the same time, people need it in order to accomplish their various transaction; thus, it can be considered as a means of communication which expresses who we are as people (McArther, 1992).

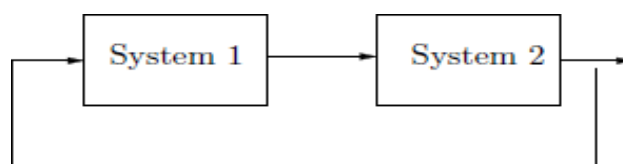
Second, apart from its general significant, teaching students how to write effectively is one of the most important tasks of educators in order to promote academic achievement and

lifelong success. Grabe and Kaplan (1996) suggest that editing and revising are the basic elements to develop learners' ability to think critically about the texts they are writing in terms of their overall structure, development of argument and the appropriateness of the language and style used for the academic context. For this reason, writing skill needs to be taken care of by both students and teachers. To support this view, Rao (2007) asserts that “Writing strengthens students' learning, thinking, and reflecting on English language in their academics” (pp. 44-51). In sum, to write in EFL/ESL environment, every students should explore ideas, put their thoughts on the paper or on the computer, organize their writing, writing the first draft, revise the draft, and produce the final copy.

Section II: Feedback

1. Definition(s) of Feedback

According to Murry and Astrom (2006), the term feedback is used to refer to a situation where two (or more) dynamical systems are interconnected, with each system affects the other; thus, their dynamics are closely related. By dynamical system, we refer to a system that changes its behavior over time, often in response to external stimulation. That is to say, feedback does not occur at random, but it is a result of two complex system which are interrelated and mutually influenced by each others, leading to a circular argument. Hence, these system make reasoning based on cause and effect tricky and necessary to be analyzed.



(a) Closed loop



(b) Open loop

Figure 01. Open and Closed Loop Systems (Murray & Astrom, 2006)

Figure 1 shows the concept of feedback in block diagram. While referring to these structures, we often use the terms open and closed loop. A system, as shown in Figure 1.(a), is said to be a closed loop system if the processes are interconnected to each other in a series. However, if we break the relationship between them, then, we refer to the configuration as an open loop system, as illustrated in Figure 1. (b) (Murray & Astrom, 2006).

In other line of studies, Ilgen, Fisher, and Taylor (1979) describe feedback as “A special case of the general communication process in which some sender conveys a message to a recipient” (pp. 349-371) In other words, feedback is a key element in classroom interaction and it includes both the stimulus and response about the performance. Applying this definition to education, Ellery (2008) states that “Real learning takes place when feedback is used in ways that help close the gap between where students are (‘actual level’) and where they need to be (‘reference level’)” (pp. 421-429). So, the process of determining the size of that gap between actual and reference level is through assessment.

From an opposing stance, Cohen (1985) reveal that feedback “... Is one of the more instructionally powerful and least understood features in instructional design”(p. 33). In this technical sense, feedback is considered as the major reason for developing learning and achieving successful outcomes. However, many students view feedback as a criticism and personal attack when provided in instructional settings.

From a different points of view, Leeman (2007) points out that “ Feedback refers to a mechanism which provides the learner with information regarding the success or a failure of a given process. Feedback is also responsive and thus can occur only after a given process”(p. 17). That is to say, feedback regards as a teacher’s reaction to students’ errors and mistakes, which leads to the correct form.

For the sake of not relating feedback only to error correction, Brophy (1981) asserts that by applying praise in positive way, students may begin to make a positive representation of their behaviors and their degree of motivation will be increased. To support this view, Matheson and Shriver (2005) demonstrate that praising students' achievements in addition to successful guidance may probably be an appropriate technique to assist them in realizing a higher level of their work quality as well as building a positive interpersonal relationship with teachers.

From these definitions of some experts, it can be concluded that feedback is the information transmitted by teachers to students in order enhance their skills and performance in teaching and learning.

1. 1. Purpose of Feedback

Essentially, feedback has many purposes in learning and teaching writing. It can be used as a tool to help students improve their skills, to encourage them to develop accurate self-assessment skills, and to correct what they are doing wrong and reinforce what they are doing right (Shute, 2007). Considering the function of feedback, Black and William (1998) declare that there are two main functions of feedback: directive and facilitative. On the one hand, directive feedback informs the student about what needs to be fixed or updated. Such feedback tends to be more specific. Facilitative feedback, on the other hand, provides comments and suggestions to help guide students in their own revision and conceptualization. In both cases, it is the teacher's responsibility to assess the general as well as the specific learning goals.

However, for feedback to be effective and meet the designed purposes, many researchers interpret its effectiveness from different perspectives. According to Joe (2000), feedback must be integrated within the process of writing and it must be appropriate: corresponding to the

student-writers' background knowledge, level of learning, abilities. It should also relate the learning goals and success criteria identified for the task(MARS, 2012). From a similar point of view, Boud (2000) thinks that giving feedback provides opportunities to close the gap between current and desired performance. In this respect, Black and William (1998) declare that feedback affects learners' motivation to learn and their perception about their intelligence and their ability to learn.

1. 2. Features of Feedback

Every teacher has the capacity for providing a useful feedback and some of them use it to more effectively than the others. The ability to give and receive feedback can be flourished only if attention is paid on qualities of worthwhile feedback. Thus, in order to have a useful feedback, Bergquist and arid Phillips (1975, pp. 1-2) declare that it should be as follows:

- Feedback is descriptive rather than evaluative.
- It is specific rather than general.
- It is directed toward behavior that the receiver can do something about.
- It is well-timed.
- It involves the amount of information the receiver can use rather than the amount we would like to give.
- It involves sharing of information rather than giving advice.
- It is solicited rather than imposed.
- It takes into account the needs of both the receiver and the giver of feedback.
- It concerns what is said and done and does not ask “why?”.

- It is checked to insure clear communication.
- It is checked to determine degree of agreement from others.
- It is followed by attention to the consequences of the feedback.
- It is an important step toward authenticity.

2. Models of Feedback

In fact, various feedback models have been postulated (Spratling & Johnson, (2006); Hummel, (2006)). Some emphasize that errors correction should be given to recipient of feedback (van Beuningen, de Jong, & Kuiken, (2012)). Others concentrate on directing recipients to get themselves on the right track instead of providing specific feedback guidance (e.g. Nassaji, (2011)). According to Kio (2005), few examples of models of feedback mechanism can be found and they are ordered, they are and illustrated according to their complexity.

2. 1. Linear model

A linear model depicts a simple relationship between the provider of the feedback and the receiver of the feedback. The information contained in the message is unidirectional. The provider could be a teacher or a parent. The receiver could be a student or another teacher. Regardless of previous knowledge about the receiver, the provider sends out the feedback to the receiver and the receiver will process the message and behave as instructed, leading to an outcome, as illustrated in Figure 2.

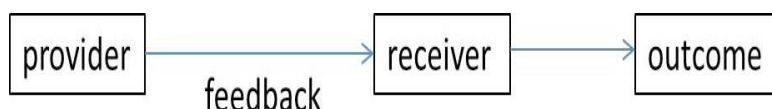


Figure 02: A Linear Model of Feedback (Kio, 2005)

2. 2. Cyclic model

A cyclic model is based on the idea that dialogue between students and teachers is a bidirectional action which is fundamental to the learning progress. In this case, the teacher gives feedback to the students in order to remind them how they are performing. The most important feature of feedback in this model lies on its ability to hold all of components in contact with system at optimal point. If the feedback follows only one direction, then, it cannot be maintained in long run even if the optimal condition is achieved at some points. Thus, feedback should take a form of cycle from the providers to the receivers, as described in Figure 03.

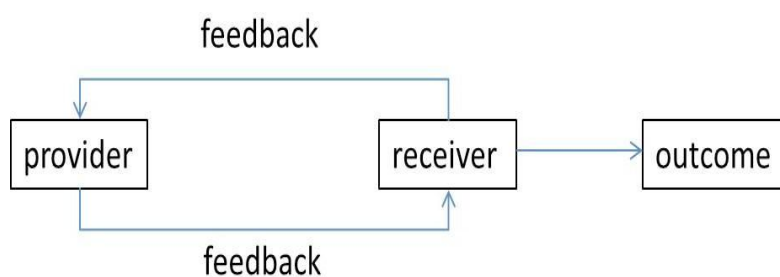


Figure 03. A Cyclic Model of Feedback

2. 3. Connected model

A connected model of feedback takes into account the growth of a students' learning experience towards integrating knowledge acquisition from teachers and from peers, and acknowledges that learning is a social process. Peterson (2009) considers learning as a social cultural event that emphasizes interaction within a class, not only between the teacher and the students, but also between the students themselves. Through collaborative learning, students participate in a dynamic interaction with other peers, who may be skilled enough in certain aspects of the subject matter, as depicted in Figure 4.

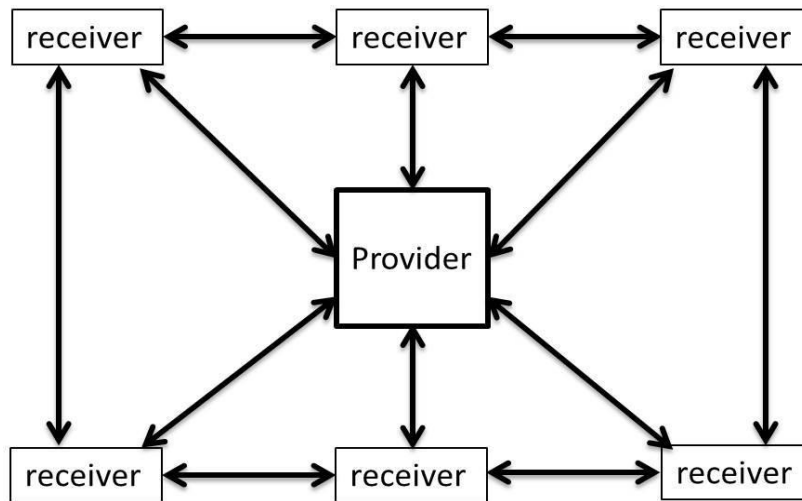


Figure 04. A Connected Model of Feedback

3. Types of Feedback

When teaching English as a foreign or a second language (EFL/ESL), teachers use feedback in order to help students to improve their English skills. Ellis (2009) points out that no research has been carried out that encompasses all the different types of corrective feedback. Therefore, feedback, falls into distinct types depending on different learners and situations, and also it is given at the end of the writing activity.

3. 1. Oral Feedback

Oral feedback, also known as oral conference, is one way of responding to students' writings in which a two-party personal consultation happen between teacher and students during the evaluation of composition. Sinclair and Coulthard (1992) state that "A typical exchange in the classroom consists of an initiation by the teacher, followed by a response from the pupil, followed by feedback, to the pupil's response from the teacher[...]"(p. 3). Oral feedback is; therefore, a typical and natural part of verbal interaction that takes place in a classroom. Similarly, Hyland and Hyland (2006) define it as "An approach lauded by L1 researchers as a dialogue in which meaning and interpretation are

constantly being negotiated by participants and as a method that provides both teaching and learning benefits”(p. 5). Throughout this dissertation, oral feedback is further divided into six categories which are:

3. 1 .1. Explicit Corrective Feedback

The first type of oral feedback is explicit corrective feedback. It refers to the explicit condition of the correct form. In other words, the teacher explicitly provides the correct form of the erroneous form generated by the student. Ferris and Roberts (2001) consider the extent to which error feedback needs to be explicit so that students get to self edit their texts. According to them, their findings are in line with Krashen’s (1982) "Monitor Hypothesis". In fact, this hypothesis claims that formal learning and explicit knowledge function as an editor which operate when learners are intentionally focused on form. For instance, student may say: "I goed to the administration ", teacher may responds:" No, you are wrong, you have to say "I went to the administration " because you are talking about the past events. Generally, teachers use this type of feedback with learners who have low-level proficiency, since they cannot find the correct form alone.

3. 1. 2. Recast

The second type of oral feedback is recast. Without directly indicating that the student’s utterance was incorrect, the teacher implicitly reformulate the student's error, or provides the correction. According to Lyster and Ranta (1997), " Recast is a teacher’s reformulation of all or part of a student’s utterance, minus the error without directly indicating that the student’s utterance was incorrect, the teacher implicitly reformulates the student’s error, or provides the correction" (pp. 37-66). For example, student may say :”I want read”, teacher may respond :” Oh, you want to read? ”. That is to say, this kind of feedback is useful with shy learners to make them more comfortable and relaxing.

3. 1. 3. Clarification Requests

The third type of oral feedback is clarification requests. Actually, they are used when the teacher wants to indicate that the message has not been understood or that the student's utterance contained some kind of error, and that reformulation is required. As Lyster and Ranta (1997) suggest that using "Excuse me?" or "I do not understand," the teacher indicates that the message has not been understood or that the student's utterance contained some kind of mistake and that a repetition or a reformulation is required"(p. 18). Generally, this kind of feedback is used to give learners more chance to correct their errors by themselves.

3. 1. 4. Elicitation

The fourth type of oral feedback is elicitation. It is used directly by the teacher to evoke the correct form from the student. He or she can pause to let the student "fill in the blank", or use a question to elicit the correct form, or even ask students to reformulate their utterance. According to Panova and Lyster (200), " Elicitation is a correction technique that prompts the learner to self-correct and may be accomplished in one of three following ways during face-to-face interaction, through the use of open questions, and the use of strategic pauses which allows learners to complete their utterance"(p. 19). In short, this type of feedback usually differs from other types of feedback as it requires more than a yes/no response.

3. 1. 5. Repetition

The fifth type of oral feedback is repetition. It involves the repetition of a students' erroneous utterance. In most cases, teachers adjust their intonation so as to "highlight the error". Panova and Lyster (2002) argue that "This feedback is the teacher's or

interlocutor's repetition of the ill-formed part of the students' utterance, usually with a change in intonation" (p. 19). It is used to make learners aware about their errors and to help them to reinforce the correct form .

3. 1. 6. Paralinguistic signal

The last type of oral feedback is paralinguistic signal. Ambady and Weisbuch (2010) define it as "The sending and receiving of thoughts and feelings via non-verbal behavior"(pp. 464-497). For instance ,by using a facial expression or gesture to show that the student has made an error.

- Student: Yesterday, I go to the library.

- Teacher: Gestures with hands to indicate past.

3. 2. Written Feedback

In contrast to oral feedback, which is a normal part of a classroom environment and arises naturally, written feedback is sometimes regarded as optional because it is provided on written products through writing instead of speaking. After writing assignments, learners receive teacher's feedback, then, the teacher writes appropriate forms and gives information about errors and mistakes made (Razazadel, Asharfi, & Foozunfar, 2018). In this respect, Ferris (2003) notes that "This type of feedback may represent the single biggest investment of time by instructors, and it is certainly clear that students highly value and appreciate it" (p. 41). In other word, this form of feedback is not given immediately, but rather, the teacher should take enough time to think about how and when to provide it; thus, learners highly appreciate it. Further, there are different strategies used when providing students with written feedback which are as follow:

3. 2. 1. Direct and indirect Corrective feedback

More recently, several studies have been conducted in this area to know the impact and effectiveness of the direct and indirect feedback on students' writing ability, but it is still not possible to adjudge which feedback is the more helpful and effective for improvement of students' writing skills. Direct teacher's corrective feedback means that the teacher provides the students with the correct form of their errors or mistakes, and involves crossing out a word or phrase, and providing the correct form (Guenett, (2007); Lee, (1997)). To support this statement, Ferris (1995) declares that "Direct corrective feedback can take a number of different forms crossing out an unnecessary word, phrase, or morpheme, inserting a missing word or morpheme, and writing the correct form above or near to the erroneous form"(p. 19). In this case, teacher generally gives the correct form to the students, and it is desirable for low-level- of-proficiency students, who are unable to self-correct and do not know what the correct form might be.

On the other hand, indirect teacher's corrective feedback is the case when a teacher indicates that an error has occurred but does not provide the correction. According to Ferris and Roberts (2000), "Indirect corrective feedback indicates that in some way an error has been made. This may be provided in one of four ways: underlining or circling the error; recording in the margin the number of errors in a given line; or using a code to show where the error has occurred and what type of error it is" (pp. 84-161). In similar way, Lanlande (1982) suggests that indirect feedback is indeed more effective in enabling students to correct their errors by themselves.

3. 2. 2. Focused and unfocused Corrective feedback

Other type of feedback are focused and unfocused written feedback. Focused feedback refers to feedback that is provided on particular and pre-selected mistakes, for example, on the

verb use only or on the use of definitive or in-definitive article. Unfocused feedback, on the other hand, involves giving feedback on all or an array of errors. So, it is given not only on specific kind of, but on all the errors made by students, such as tense, vocabulary, spelling, and pronoun mistakes, without a clear distinction (Ellis et al. , 2008).

In fact, there are other terms used to explain focused and unfocused feedback which are: selective and comprehensive feedback. Selective feedback refers to a teacher who identifies specific errors to be corrected and overlooks minor errors, while comprehensive feedback is what most ESL/ EFL teachers practise and it occur when a teacher corrects all the errors in a learners' written work (Ellis et al. , 2008). Ellis (2008) summarizes his review with a quote saying that "All we can say is that corrective feedback (CF) can assist learners to develop greater control over grammatical features which are amenable to rules of thumb"(pp. 353-371). To put it another way, "simple" or more easily treatable grammatical areas are improved with the usage of CF as opposed to the more complex grammatical areas.

3. 2. 3. Meta-linguistic Corrective Feedback

Meta-linguistic corrective feedback is the process of providing a linguistic clues for the targeted errors. As cited by Witkin, Moore, Goodenough, and Cox (1977), "If certain cues have a history of relevance in the experience of the learner, their salience may be enhanced"(pp. 1-64). Similarly, Bitchener's study (2008) in applied meta-linguistic corrective feedback reveals that the group receiving meta-linguistic feedback (both oral and written) outperformed than the other groups receiving meta-linguistic feedback written only, with no meta- linguistic feedback, and no corrective feedback. Therefore, this strategy helps the learner to understand the nature of the error which has been committed and usually the teacher gives some examples of the correct version.

4. Source(s) of Feedback

Seemingly, the primary goal of an successful assessment and evaluation system appears to be the feedback. In fact, many of the studies which have been done in the field of education as well as other fields have established that improvement relies significantly on receiving meaningful feedback. It was known that the “who” of written and oral corrective feedback is obvious the teacher, this is not always the case, but rather there are many sources of providing feedback which are: teacher’s feedback, peers’ feedback, self-feedback (evaluation), and the call feedback.

4. 1. Teacher’s Feedback

In writing classes, corrective feedback is defined as a teacher’s indication of feedback, since students often expect from their teacher to read their compositions and provide them with more and more feedback either oral or written. Harmer (2000) says that “Students, indeed, expect feedback on what they are doing or what they have done”(p. 23). To support this view, Eraut (2006) declares that “When students enter higher education the type of feedback they then receive, intentionally or unintentionally, will play an important part in shaping their learning futures”(pp. 11-118).

In addition, teacher’s feedback can be given positively or negatively. Positive feedback confirms a right answer from the learner. According to Boud (2002), “A good feedback is given without personal judgment or opinion, given based on the facts, always neutral and objective, constructive and focus on the future”(pp. 151-167). For example, in the classroom setting, verbal feedback, such using those expressions: yes, good, and well done is considered to be one kind of teacher’s behavior and he uses it not only to let students know how they have performed, but also to increase their interests and motivation; thus, they can give more and participate in a discussion (Wells, 1993) .

However, negative feedback often described as criticism, indicates that a behavior or task was not performed correctly. As a result, denoting that a change of behavior is needed to demonstrate successive behaviors toward improvement (Askew, 2000). Truscott (1998) claims that “Corrective feedback is harmful in that it diverts time and energy and it is unhelpful in the improvement of students’ writing ability, and it has harmful impacts on students’ attitudes towards writing” (p. 21). In this technical sense, receiving too much feedback can trigger learners’ frustration and they may feel discouraged and disappointed.

For correcting to be effective, Ferris (2003) argues that teachers need to consider three factors: first, students should be made aware of the significance of correction in the process of writing. Second, correction should be selective and focus on the most frequent errors rather than single ones. Third, feedback should be provided on preliminary drafts than final drafts.

4. 2. Peer’s Feedback

Peer feedback is considered as an important dominant tool in enhancing the process of learning English writing. Different researchers have referred to peer feedback using different names, such as peer evaluation, peer editing, peer responses ...etc. Further, it refers to students’ engagement in the process which involves commenting on each other’s work. Providing some detailed definitions, Sato and Lyster (2012) say “Teach learners how to provide corrective feedback (CF) and to assess the effects of peer interaction and CF on second language development” (pp. 591-626). In relation to the latter, Williams (2005) states that “All writers can benefit from having a real audience to write for, especially if the readers can provide helpful feedback. A readily available audience in the classroom is the writers’ classmates, or peers” (p. 93). That is to say, using peer feedback can lead to less anxiety about writing and build a social background or context for writing.

In fact, the major reason for using peer feedback as a part of writing instruction is the theoretical framework of social constructivism of Vygotsky's theory. In order to justify this statement, Liu and Hansen (2005) explain that "Cognitive development is a result of social interaction in which an individual learns to extend her or his current competence through the guidance of a more experienced individual"(p. 5). In other words, peer feedback does not only increase students' awareness by creating a collaborative drafting process, but it also provides opportunities for SL students to practise English in a meaningful context.

To support this view, another study conducted by Lin and Chien (2009) shows that collaboration with comrade students increases their motivation and encouragement to write. They claim that even though the number of comments on a paper may not be quantifiable at the beginning of writing, they will greatly assist the students to develop and organize their work in a better way before they start the actual writing. Benefitting from such opportunities, students internalize the standards they are expected to reach and by taking responsibility in their work. Hence, they will be able to improve their assignments by removing the problematic areas before submitting their work to their teacher (Gibbs, & Simpson, 2004).

Tsui and Ng (2000) identify several results of peer feedback. First, peer feedback enhances students' sense of audience, who therefore view their peers as the real audience for their writing. Second, it raises students' awareness feedback, and thus contributed to helping students develop the ability to spot others' mistakes and develop meta-cognitive abilities to spot their own. Third, it encourages collaborative learning and negotiation of meaning among students. Fourth, it fosters a sense of text ownership among student writers, since students view their peers' comments as lacking authority, which allows them decide whether to incorporate their peers' comments into their final drafts without feeling compelled to do so.

4. 3. Self-Feedback (Self-Assessment)

In line with theories of constructivism, learner autonomy, and self-assessment are currently assuming a larger role in language teaching. The procedure involves evaluating their own learning, particularly their achievements and learning outcomes. Many researchers (e.g. Blanche, (1988); Blue, (1994); Dickinson, (1987); Harris, (1997); & Oskarsson, (1989)) argue that teachers should help students construct knowledge through active involvement in assessing their own learning performance, and that students are empowered by gaining ownership of their learning and life-long learning skills.

Student self-assessment is defined by Luomas (2013) as “The language learners’ evaluation of his or her own language skills, usually in connection with a language course or as part of other forms of language assessment”(pp. 1-5). In this technical sense, self-assessment represents the strengths and weaknesses of the students and their ability to identify learning needs with the aim of improving achievement and performance.

Another new notion implied in the practice of student self-assessment (SSA) is being formal and informal. Harris (1997) says that we may use self-assessment in the school classroom, since it is a practical tool that can make students more active and can assist them with challenging task of learning, especially with learners, who want to make some kind of judgment about the accuracy and appropriateness of their performance. On the other hand, Boud (1995) and Stefani (1998) declare that self-assessment requires students to develop knowledge of standards of good work, make judgments about how well they have achieved those expectation, and decide what to do next, in addition to engaging them in assessment partnership with the teacher. Dickinson (1987) identifies that there are three reasons for using self-feedback. First, it leads towards evaluation. Second, it is a necessary part of self-determination. Finally, it lessens the assessment burden on the teacher.

4. 4. Electronic Feedback

Electronic feedback is a strategy of providing feedback via computer based means through sophisticated software system in order to draw attention to written errors . It is a mixture of oral and written feedback which is characterized by the informality and immediacy of oral communication, the permanency of written communication, the availability at any time, and being a means for encouraging group knowledge and students participation (Warschauer & Ware, 2006). It can be also referred to computer-assisted language learning (CALL), computer-facilitated feedback, computer mediated corrective feedback, and e-feedback.

AbuSeileek and Abu Seileek (2012) demonstrate that computer mediated corrective feedback methods and techniques may support students when receiving corrective feedback in a manner that may aid them more in the development of their writing. To explain more this view, Chang et al. , (2012) say that “ Electronic feedback gives a student a chance to read, then review the written feedback later. This is important because students can improve and learn from feedback” (p. 11). Furthermore, the computer may give individual attention to the language learner. As such, it acts as a tutor, evaluates the learners’ reply, records it, points out mistakes and provides explanations, guides learners towards the correct answer, offers interactive learning, assess the learners’ response, and repeats an activity without any of the errors arising from repetition by humans (AbuSeileek & Abu Seileek , 2012).

Seemingly, there are different key areas of electronic feedback including, computer conferencing, automated feedback, and corpora-based feedback. First, computer conferencing is a special kind of electronic mail system used to promote computer network community conversation. Further, it offers two different options of using computer either synchronous writing, where students communicate with each other in real time via discussion software or internet chat sites; and asynchronous writing, where students communicate in a delayed way, such as via e-mail to seek feedback (Hyland & Hyland, 2006). The second area of concern is

automated feedback. It uses artificial intelligence that provides the ability to analyze students' writing. In addition, it can provide immediate feedback to students and support the teaching of writing strategies based on detecting the types of difficulties of students encounter. For example, students are able to write, apply, receive feedback, and review essays several times over the course period, when they integrated into classroom instruction (Shermis & Burstein , 2013). Generally, automated response programs have been criticized for being unreliable and realizing poor pedagogic principles. Chung and Baker (2003) warn that "High reliability or agreement between automated and human scoring is a necessary, but insufficient condition for validity"(pp. 23-40). Third electronic type of feedback is called Corpora-based feedback. A corpus is a collection of authentic foreign language/second language textual data in which computer searches for particular words, phrases or grammatical patterns using concordance software to reveal their frequency and regular patterns of use with other forms (Granger, 2002). Along with this trend, electronic corpora encourages a reflective and active response to teacher's feedback which can be extremely useful for raising students' awareness of genre-specific conventions, developing independent learning skills, and improving writing products (Hyland & Hyland, 2006).

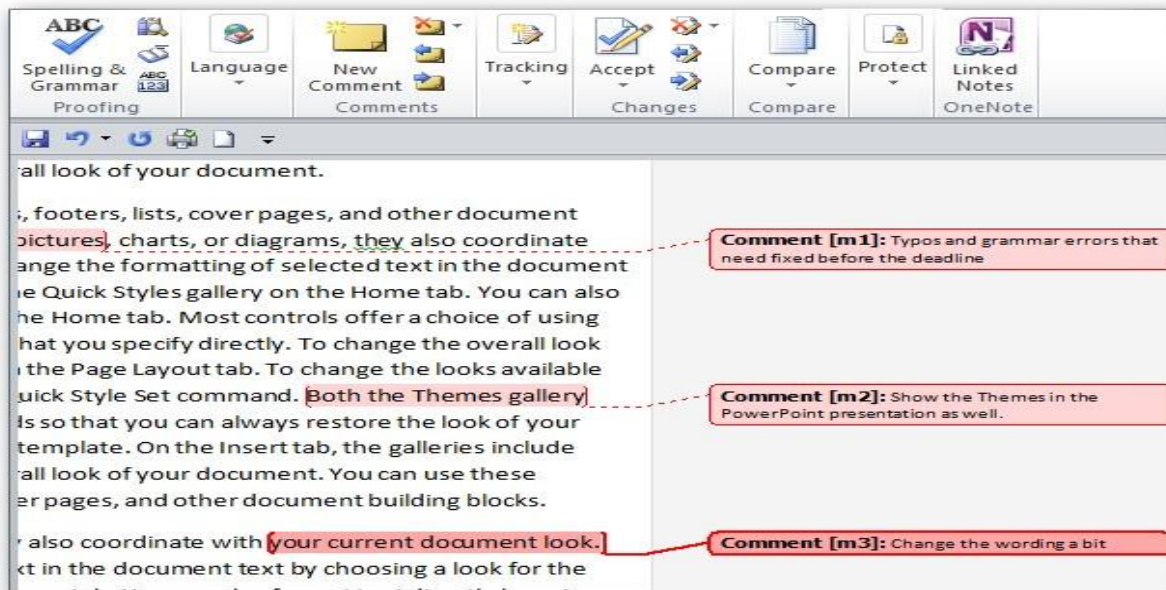


Figure 05. Receiving Feedback via Email (Electronic Feedback)

5. Advantages and Disadvantages of Feedback

5. 1. Advantages of Feedback

Making the feedback process innovative and creative is a challenge in the field of education. However, the benefits of doing so can be seen in these points:

- Feedback is a tool of continued learning

It is most effective when it takes place alongside the learning cycle of the learner, in which the learner has the ability to make changes and learn from the feedback. According to Allwright and Bailey (1991), “If one of our goals as language teachers is to help our learners move along the inter-language continuum, getting closer and closer to the target language norm ;then, the thinking goes, we must provide with the feedback they need to modify their hypotheses about the functions and linguistic forms they use” (p. 99). Simply, without feedback there is no place for teaching and learning .

- Feedback can improve performance

It is often mistaken for criticism. In fact, what is known as positive criticism is actually constructive criticism and it is the best form of feedback that can help students make better decisions and increase performance. Besides, it empowers them as self-regulated learners; thus, it encourages their motivational beliefs and develop self-esteem (Iron, 2008).

- Written feedback remains as personal and authoritative

In the creative writing session, the teacher acts as a motivator so that learners can easily come up with their own ideas and put much effort in their piece of writing. The teacher also supplies learners with the necessary information and he gives them effective feedback; hence each work of everyone regards as private and individual (Harmer, 2007).

- Electronic feedback can be given at any time and place

Apparently, it offers to learners both freedom and authenticity. For instance, the asynchronous way permits each student to study at his or her own whether slow or quick; thus it increases satisfaction and reduces stress(Marc, 2002). In similar way, Tiene and Luft (2001) suggest that the use of electronic feedback fosters individualized communication between teacher and students.

5. 2. Disadvantages of Feedback

Despite to the important role of teachers' corrective feedback in developing learners' writing, also disadvantages can be also spotted:

- Breaking the flow of communication and focusing on accuracy more than fluency

Harmer (2001) supports the idea that structural errors should not be corrected during communicative activities, since this interrupts the communication and also embarrasses the learner.

- Decreasing learners' motivation

Essentially, academic motivation is the heart of the educational enterprise, but excessive feedback on errors can have a negative effect on learners' motivation. Tsui (1995) points out that correcting every error when students get incorrect answer, will have no sense of achievement so that learners are likely to be discouraged from answering questions in the future.

- Increasing learners' anxiety

Anxiety by definition is an emotional and individual characteristic which has an important role in learning. But in some cases, it may adversely affect the emotional areas of the student, especially in speaking tasks. Horwitz, Horwitz & Cope (1986) say that if students do not understand why feedback is being received in the classroom, then, feedback could be considered as something threatening. However, if both the teacher and the student understand the importance feedback in learning, anxiety rate will decrease; thus, learning is unlikely to be harmed.

- Decreasing learners' self-confidence

Among the factors adversely impacting feedback is self confidence. To clarify this point, Harmer (1998) shows that teachers must be careful when correcting because if they do it in an insensitive way, they can destroy students' self-confidence.

- Discouraging risk-taking

For a long time, inhibition was regarded as a barrier with a negative impact on students. Besides, giving negative feedback discourages risk-taking which is necessary for learners to take part inside the classroom. For instance, learners with lower self-esteem, and

who are very concerned about what their classmates think about them, all the time face many troubles and they suffer from their relationship with others too (Shepherd, (2005); Walker & Noda, (2010)). For this reason, Hurd and Murphy (2005) have a positive side and support the idea of risk-taking. According to them, learners should go step further by saying or writing something even if they are not exactly sure how to do it.

6. Teacher's Role of Giving Feedback

Teachers evaluate and offer feedback to students in order to provide them with suggestions for development, learning strategies, and correction for errors. They also give them explanation about the content that they will be dealing with in the whole year, and other instructions about how learners should act and react toward the given feedback in the classrooms. To make the feedback effective, teachers need to make appropriate judgments about when, how, and at what level to provide a suitable feedback. Lewis (2003) states one purpose of feedback which is providing teachers and students with information.

According to Brindley (2003), teacher can provide the input by asking questions or recommending clarifications. Furthermore, the teacher may give remarks and comments about students' composition, recognize the different problems in a given sentence, and give praise when learners are working well in their writing, so teachers' role is generally based on choosing the right assessments which can be considered as a crucial activity that provides learners with the needed information. This particular stage is essential and has a positive effects on student's writing process .

6. 1. The Effect of Teacher's Error Feedback on Students

What makes the teacher a great informer is in having some characteristics that facilitate the communication between him and his students including a good listening skills, the ability

to build caring relationship with students, and a deep knowledge with a deep passion for the subject matter. More importantly, however, the way used by the teachers' way of feedback must be appropriate and motivating. Hyland and Hyland (2001) notice if teachers use random strategies without taking into account learners' needs, the corrective feedback may be affected and misunderstandings may be created. This can, in turn, make the students lose their motivation to write. As a result, Byrne (1975) states that the teacher should choose the way of giving error feedback that are most appropriate and most effective for individual students. He makes a list about five techniques of giving error feedback in writing tasks :

- The teacher gives sufficient clues to enable self-correction to be made.
- The teacher corrects the script.
- The teacher deals with errors through marginal comments
- The teacher explains orally to individual students.
- The teacher uses the error as an illustration for a class explanation.

It can be a good experience for students if the teacher shows strong points and uses helpful ways of error feedback. The results depend on the students' ability of correcting their own mistakes after following the teachers' instructions. Many researchers decided to study the effectiveness of error feedback offered in classroom instruction. Ferris et al. , (2001) find that the students who were given error feedback from the teacher had greater self-correction abilities, unlike those who were not given any error feedback. In the other hand, Raimes (1983) says that teachers should let students correct themselves as they can learn from their errors, so this means teachers should not start directly providing the correction of all the founded mistakes, but instead they should favor the indirect feedback for pedagogical reasons which allow students to discover their skills and their mental qualifications.

6. 2. The Focuses of Teacher Written Feedback

Hayland (2003) provides us with a clear theoretical concept of what teacher written feedback should be comprised of. Based on Hyland's curriculum orientations, the six main focuses of feedback are: focus on language structures, focus on text functions, focus on creative expression, focus on writing process, focus on content and lastly focus on genre. However, all the mentioned components all of them should be carried in classrooms by the teachers especially : language structure, content, and the writing process .

- Language structures

Usually, teachers give the first priority to language structure when they teach any foreign language; therefore, it is no wonder that when giving feedback the main focus is on language structure. According to Hayland and Hayland (2006), a large number of studies have shown that students expect their teachers to point out their grammatical errors. For example, giving comments on the students' skills in grammar by finding their mistakes in the text, and then presenting the correct form. Teachers do not mark only the biggest grammar errors, they also mark the smallest spelling and punctuation errors. However, the meaning should not be neglected and the focus of the teaching should be on improving the students' communicative competence instead of solely preparing for certain examinations.

- Content

The primary role of a teacher is to deliver classroom instruction that helps students learn. To accomplish this, teachers must prepare effective lessons and manage classroom materials. The content should be clear specific and interesting, so students can build knowledge and reach higher achievement.

Kroll (2003) warns teachers not to “Appropriate (take over) students’ texts by being too authoritative and direct in their feedback...such appropriative behavior can frustrate, demotivate, and otherwise disempower student writers” (p. 124). So, teachers need to support their students and respect their comfort zone concerning the style of writing and just let them express themselves freely in the way that they prefer in order to motivate them to use their imagination, creativity and critical thinking. As long as the students are writing something in the foreign language, thus providing the teacher with evidence of their current writing skills the teacher is pleased.

- Writing process

According to Shukla (2001), the most effective decisions in classroom are based on a clear concept of the goals and intended outcomes that a teacher wishes to accomplish . Like the goals concerning the writing , he should emphasize the importance of this process to make the students more aware of its significance. He should analyze their needs and evaluate their level through different strategies in order to know their strengths and weaknesses to improve them. As a result, students with poor skills will work on their writing abilities and try to learn from their teacher, or classmates but mostly, they will learn from their own mistakes. In the other hand, the students who had already mastered the writing process would be more aware of the positive effects of their careful planning; thus, they would be encouraged to devote their time and energy to planning in the future.

7. Learners’ Attitudes towards Teacher’s Feedback

Students’ attitudes on learning determine their ability and willingness to learn through direct and indirect experiences. Some attitudes are based on feelings and based on behaviors. Pickens (2005) describes attitudes as a complex mixture of things we tend to call opinions, principles, beliefs, and motivations. Most attitudes have three components: firstly, a

cognitive component, consisting of thoughts and beliefs about the attitudinal object; secondly, an emotional component, made up of feelings toward the attitudinal object and finally, a behavioral component composed of predispositions concerning actions toward the object. In similar way, Eagly and Chaiken (1993) describe attitudes as “A psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour” (p. 1). In this way, Brown (2007) claims that teachers need to bear in mind that students also have both positive and negative attitudes.

Backer (1992) points out that attitudes have its difficulties and cannot be directly observed, but must be concluded from behavior and attitudes. So, by knowing students’ attitudes towards error correction teachers can adapt to the learners’ needs in order to help them become effective and efficient learners. In addition, providing the significant information they need in their learning process. Thus, teachers’ feedback should include knowledge that strengthen students’ skills, develop their critical thinking, and for a better results and reactions in general.

Cohen (1990) asserts that in order that written feedback results in the positive effect the feedback should be clear, helpful, and objective. So, the student’s attitude is a positive or negative response to a particular event, circumstance, or person that can be seen from their beliefs, principles, actions, and motivation. For this reason, the interaction between the teacher and his students is important in the learning process and it is affected by different variables including feedback. Feedback is the most challenging variable which determines the effectiveness of teaching learning procedures . It is perceived either positively or negatively .

7. 1. Positive Feedback (Positive Reactions)

Kroll (2003) notes that “Second language writers often benefit most and make the most progress when teachers contribute to this goal through a variety of intervention strategies

available in classroom settings” (pp. 219-232). In other words, learners may improve through teachers’ interference. For example, teachers should encourage them to make mistakes because this particular step is helpful to build their confidence, make them less afraid of making mistakes, or feeling stupid and embarrassed for not knowing the correct answer. Teachers can use motivating sentences to make students feel less pressure and more comfortable. Ravichandran (2003) notes that offering facilitative feedback on content leads the students to write longer essays with improvement in organization and development in content creation. Furthermore, the teacher should show them his interests toward their effort and value their work as a great input. It is important to notice the different details inside the classroom to create the most appropriate educational environment for students and to have interesting debates through participation .

7. 2. Negative Feedback (Negative Reactions)

Feedback cannot occur if learning has not taken a place. It is a part of teaching experience and it has a powerful influence on students’ performance, since the teachers’ input affects the success of students either positively or negatively. Teachers’ awareness in this case is essential for learners to continue learning (Hatti & Timperly, 2007). Moreover, Seligman (1972) reports that’s teachers’ negative feedback leads students to become helpless. He explains that feedback needs to stress students’ learning. If always receiving negative feedback, students will experience a great deal of failure because they will not believe in their abilities anymore; they will have undesirable feelings towards themselves as if they are not active inside the classroom. As a result, this will affect their work badly in the future.

However, number of studies show that negative feedback has a major role in developing learners’ performance by finding new techniques to adopt knowledge. Hatti and Timperly (2007) explain that negative feedback may provide a chance for students to learn and practice

their knowledge because it provides a learning experience for students so that they avoid doing the same mistake again. So, to some extent negative feedback control learners' attitudes and affect their learning process in many ways.

Conclusion

The conclusion that can be drawn from this literature review is that writing is widely believed by most of learners as a difficult skill to be acquired. However, the importance of feedback also cannot be ignored at some points because it is the most common pedagogical tool which is needed by them. Further, it is considered as powerful device used to reduce writing disabilities that influence the students' performance.

Chapter Two: Data Collection and Analysis

Introduction

After the theoretical part that includes two sections dealing with the nature of writing skill with a specific focus on teacher's role of giving corrective feedback. The research scope moves to the practical part. This chapter is divided into two parts. The first part is concerned with a detailed description of the research methodology, instruments, and procedures. The second part analyses the data yielded by the research instruments and presents their interpretation in the light of the research questions and hypothesis. In addition, this chapter ends with a section for pedagogical recommendations and suggestions for further research.

1. Data Collection and Analysis

1. 1. Data Collection

1. 1. 1. Description of Students' Questionnaire

The questionnaire was designed in accordance with the literature reviewed in the first chapter of the present dissertation. It was addressed to seventy (70) third year students of English at Abed Elhafid Boussouf University in Mila.

The questionnaire is composed of twenty (20) questions that vary from closed-ended questions where students are required to choose 'yes' or 'no' answers, to multiple choice questions where they are asked to choose among suggested answers. In addition, there are some open-ended questions where students are given a chance to add any suggestions.

Moreover, the questionnaire is made up of five main parts. The first part (questions one, two, and three) aims to gather some background information about the students in order to know about students' interests, their levels, and their feeling about the importance of writing.

The second part includes question items four to ten, entitled writing skill which deals with aspects related to students' problems in writing and time devoted to it. It also tackles features such as the basic stages they should follow in writing and what could be the best way to improve their writing. The third part of the questionnaire from question items eleven to fourteen, entitled teacher's feedback to errors, examines whether teachers of Written Expression (WE) respond to their students' written production or not, the type of feedback and the way they provide it. The fourth part, from question items fifteen to nineteen, is related to learners' attitudes and preferences of teacher's feedback . The last part, question item twenty deals with students' suggestions which gives learners the opportunity to add any comments.

1. 1. 2. Description of Teachers' Questionnaire

The designing of the questionnaire is guided by the principle of integrating the theoretical input suggested in the literature reviewed in the first chapter with the practical part. It is necessary to see how far teachers contributed with what learners actually did concerning their writings.

We put fifteen (15) questions down; they are addressed to English teachers of Written Expression at Abed Elhafid Boussouf University in Mila. This questionnaire includes closed-ended questions, multiple choice questions, and open-ended questions. Through the closed-ended questions, teachers are demanded to choose 'yes' or 'no' answers. However, in the multiple choice questions, the respondents are asked to select one or more of the suggested answers. In addition, there are some open-ended questions where teachers are given opportunity to add any further information, comments, and suggestions that would help us in our study.

Moreover, this questionnaire is basically divided into four main parts. The first part is based on two main questions pointed to know the teachers' academic degree, and their experiences concerning teaching writing. The second part from question number three to nine, the questions aim to investigate the way teachers provide feedback in the writing class: their approaches to teaching writing, and their main role in the classroom. This part also highlights all the common writing problems encountered by their students, and what are the possible solutions that can be suggested to facilitate the writing process . The third part, from question ten to fourteen, aims to identify types of feedback used by teachers to provide the needed information for learners. In addition, it is important to know if teachers themselves support the idea of giving feedback to learners or not. The fourth part is made up of the last question (15). It seeks for an additional information about the whole topic. In answer to this question, teachers could give few suggestions which help us to know more about their ways of providing feedback and how they view their students' attitudes.

1. 2. Data Analysis

1. 2. 1. Analysis of Students' Questionnaire

Part One: Background Information

Question Item One

- Are you motivated to learn writing?

Options	Frequency	Percentage
A. Yes	65	93 %
B. .No	5	7 %
Total	70	100 %

Table 01. Students' Motivation to Learn Writing

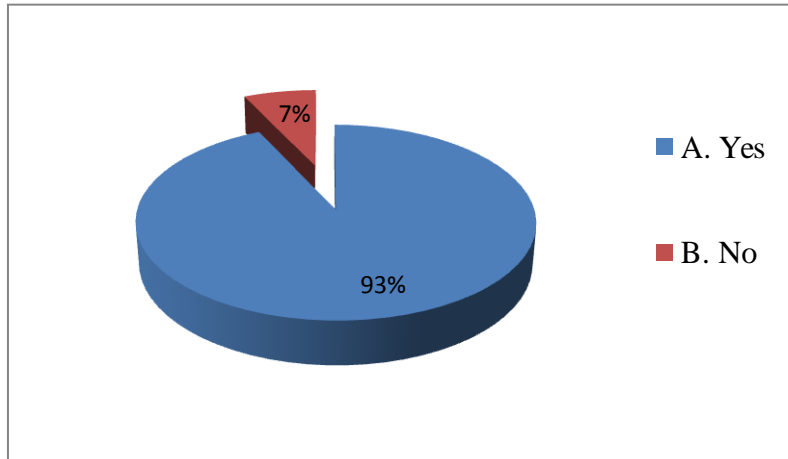


Figure 06. Students' Motivation to Learn Writing

As shown in table 1 and figure 6 above, 93% of the learners responded positively to the question item one by choosing option (a) "Yes" and stated that they were motivated to learn writing. 7% of learners opted for option (b) "No" and claimed that they were not motivated at all.

That is to say, the factor of motivation plays a significant role in learning this skill, and it is also essential for success. From the obtained data, we can say that most of learners are willing to learn writing. However, there are apparently some hidden factors which demotivate some other learners to learn this skill.

Question Item Two

- How would you rate your level of writing ?

Levels	Frequency	Percentage
A. Good	20	29 %
B. Very good	3	4 %
C. Average	42	60 %
D. Bad	3	4 %
E. Very bad	2	3 %
Total	70	100 %

Table 02. Students' Writing Level

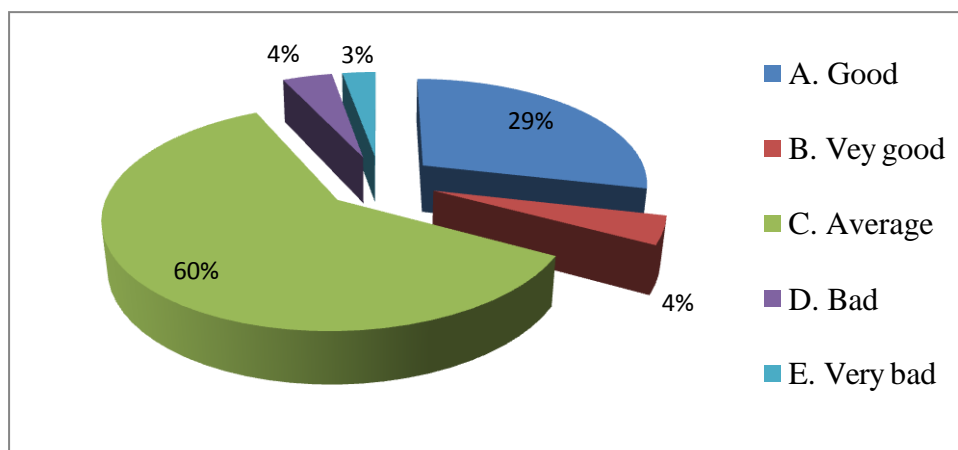


Figure 07. Students' Writing Level

As noticed from table 2 and figure 7, the highest rate of respondents (60%) claimed to have an average level in writing. Others (29%) declared to have a good level. Only 4% of the respondents claimed to have a very good level in writing. The rest of the students described their levels as either bad or very bad. The percentages were 4% and 3% respectively.

Seemingly, the majority of students have an average level in writing, this may come back to many reasons. One of them, writing is not an easy task to do, it is probably the most difficult skill students endeavor to develop. Another one, it may be linked to the students' lack of practice in writing. By comparison, students who considered their level as good probably practice writing more many occasion, and they integrate time for developing English writing proficiency.

Question Item Three

- Please, choose one statement which best describes how do you feel about the importance of writing.

The importance of writing	Frequency	Percentage
A. Expresses who we are as people	18	26 %
B. Writing equips us with communication	11	16 %
C. Writing is an essential job skill	5	7 %
D. Writing preserves our ideas and memories	36	51 %
Total	70	100 %

Table 03. The Importance of Writing

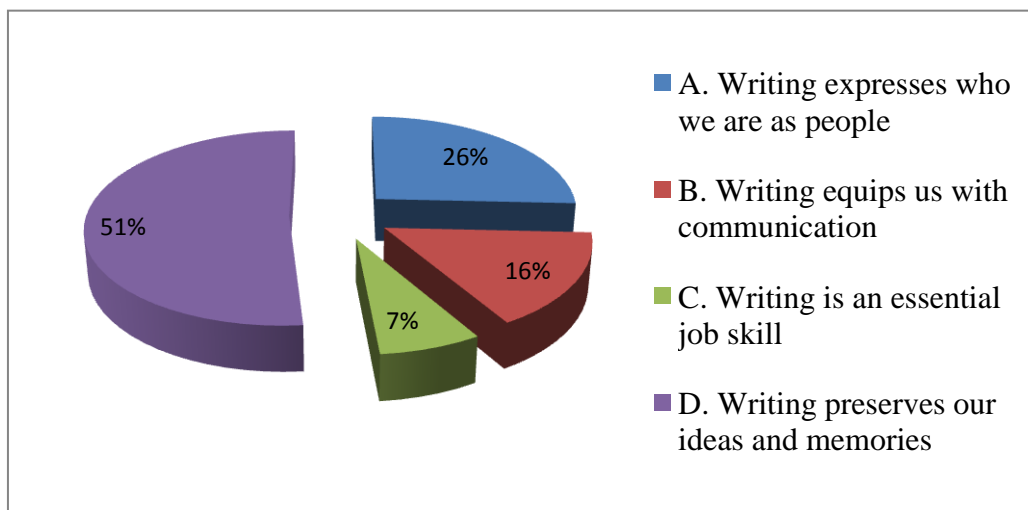


Figure 08. The Importance of Writing

As demonstrated in table number 3 and figure 8 above, we notice that more than half of the respondents (51%) described writing as a tool which preserves ideas and memories. 26% of them considered it as one way to express themselves. Few of the learners (16%) claimed that writing can equip us with communication. The rest of learners with a percentage 7%, thought that writing is as an essential job skill that needs to be developed in the future situations.

These results reflect that even though writing is essentially a form of expression and communication which enables learners to communicate ideas, feelings, and different attitudes in written mode, it offers student writers a set of multiple options, endless responsibilities, and freedom of expression. In this case, they will begin to understand that they are not a recorder, or transcribing what others have said. Rather, they are a critical writer with ideas of their own to express, as it is demonstrated in the table 03, question item 03, and most of students selected the option (d) by saying that writing preserves ideas and memories.

Part Two: Writing Skill

Question Item Four

- Are you given enough time in the classroom to write or to answer writing activities?

Options	Frequency	Percentage
A. Yes	26	37 %
B. No	44	63 %
Total	70	100 %

Table 04. The Sufficiency of Writing Time in the Classroom

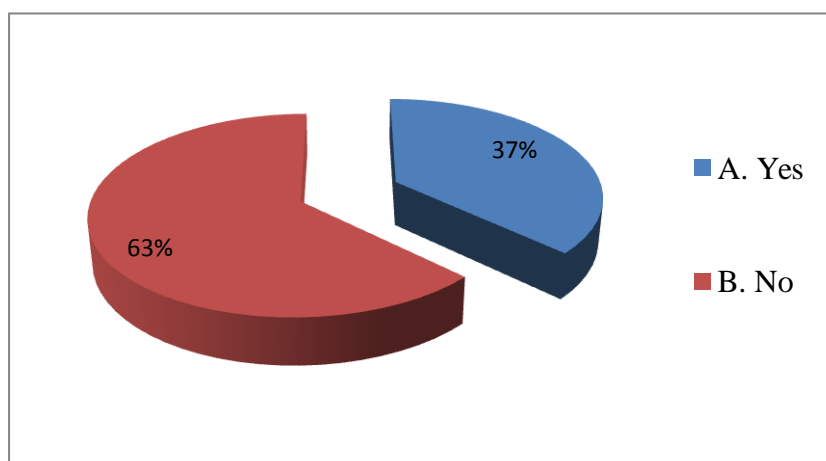


Figure 09. The Sufficiency of Writing Time in the Classroom

As it is demonstrated in the table 4 and figure 9 above, we notice that (63%) of students are not given sufficient time in the classroom either to write or to answer the writing assignments. Others (37%) believe that the time given to them is sufficient.

The majority of learners face a problem of limited time and a number of conflicting priorities, especially when they want to translate their thoughts into words. However, it is important for teachers to provide as much sufficient time as possible so that students can think properly without any pressure.

Question Item Five

- Do you usually follow the stages of writing in your written assignment?

Options	Frequency	Percentage
A. Yes	60	86 %
B. No	10	14 %
Total	70	100 %

Table 05. Following Stages in Writing Assignments

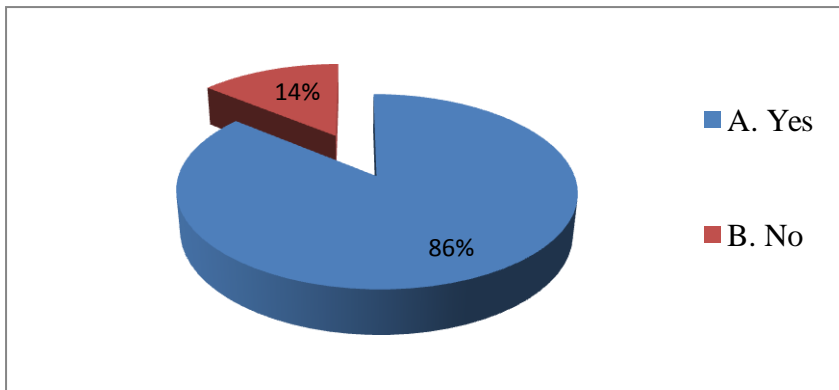


Figure 10. Following Stages in Writing Assignments

The table above shows that a high percentage of students (86%) confirm that they follow stages of writing in their written assignment. 14% of the participants say that they do not follow these instructions.

Interestingly, following stages in writing assignments improve students' abilities to construct accurate meaning, acquire new content knowledge, and monitor comprehension. However, if a text does not represent a clear organizational structure and fails to follow these ordered stages, then, readers typically will generate a list of ideas from the text without attempting to organize the information in a manner that aids learning or retention (Dickson et

al., (1998), Meyer & Freedle, (1984)). Thus, we can say that most of students are aware of the significance of following the different stages of writing.

Question Item Six

- If yes, which stage in your written assignment takes more time?

Stages of writing	Frequency	Percentage
A. Pre- writing	32	53 %
B. Drafting	25	42 %
C. Publishing	5	5 %
Total	60	100 %

Table 06. Students' Timing Problem in the Stages of Writing

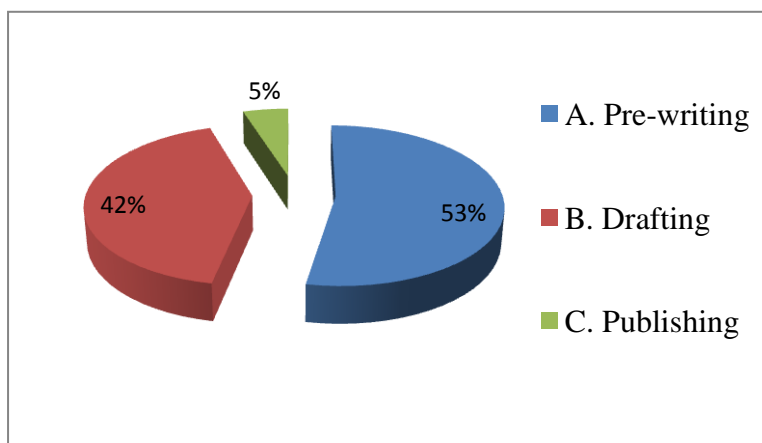


Figure 11. Students' Timing Problem in the Stages of Writing

53% of learners reply to this question by saying that they take a long period of time with the pre-writing challenge when answering a given activity. Only 42% of the total number of them claim that they spend more time with the drafting stage, while the rest 5% choose the last option (c) that signals a timing problem with the publishing stage.

As can be grasped from table 6 and figure 11, students' main reason for taking a long period of time in the prewriting stage may be probably justified by the difficulty of this stage which has to do with generating the ideas to write about in the first place. As declared by Parson (1985) pre-writing is perhaps the most important part in the writing process because it provides learners with opportunities to generate ideas about a specific topic and to prepare for their final draft. However, most of students face a timing problem in this stage because of many reasons. They may lack the background information, or they may not even familiar with the subject.

Question Item Seven

- Which of the following aspects constitute a major problem for you in writing? (you can select more than one option)

Aspects of difficulty	Frequency	Percentage
A. Grammar	19	18 %
B. Vocabulary	31	30 %
C. Spelling and punctuation marks	17	16 %
D. Capitalization	1	1 %
E. Content and paragraph organization	22	21%
F. Native language interference	15	14 %
Total	105	100 %

Table 07. Student's Main Difficulties in Writing

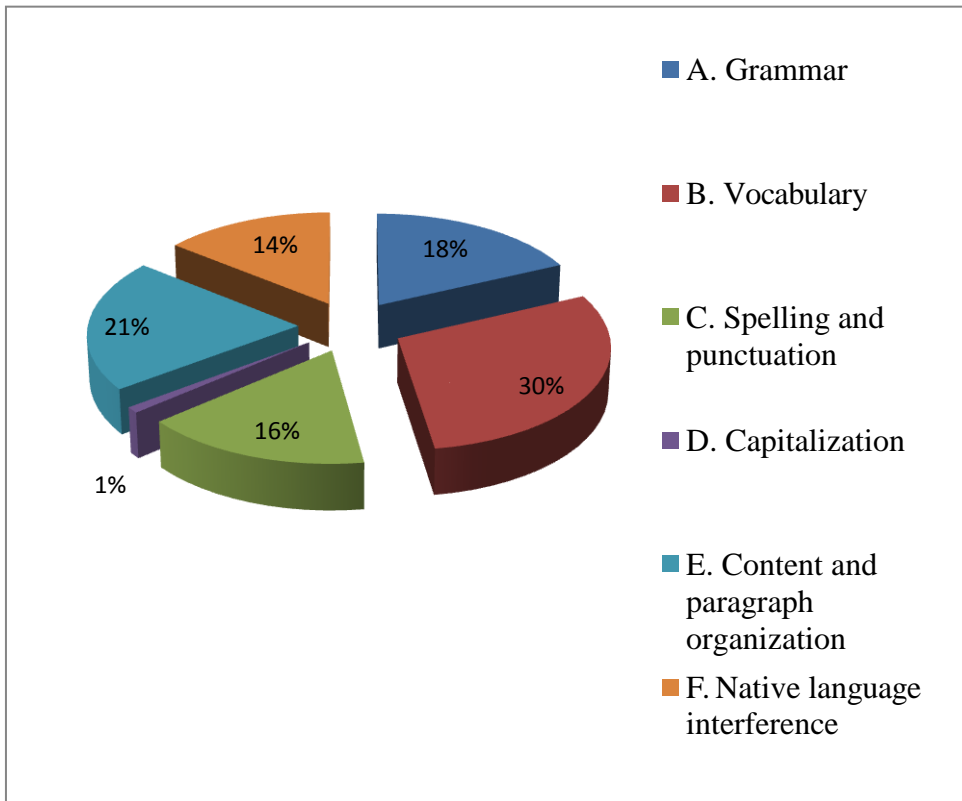


Figure 12. Student’s Main Difficulties in Writing

This is a multiple choice question used to investigate students’ main difficulties in writing. In response to this question, we can see that vocabulary (30%), content and paragraph organization (21%), and grammar (18%) were the most common sources of difficulty in writing which students seem to agree on. Then, it follows by approximate percentage in spelling and punctuation marks (16%). In the last positions come the native language interference (14%), and few percentage in capitalization (1%).

In fact, the obtained results imply that there are three main sources of difficulty in writing. The first one is concerned with vocabulary, which is one of the most important aspect of language to be taught in a foreign or second language. However, many students still have limited vocabulary mainly due to insufficient contact with the target which often results in low scores in written tests.

The second source of difficulty has to do with content and paragraph organization. In fact, many students struggle within their texts' organization framework, for example, they mix a number of ideas in one paragraph which often leads to unnecessary information, redundancy and repetitions.

The last aspect of difficulty is related to grammar. Students usually face a problem of not paying adequate attention to grammar rules when writing a composition.

Question Item Eight

- When you write in English, do you:

Options	Frequency	Percentage
A. Think in English language	49	70 %
B. Translate from your mother tongue language to the second language	21	30 %
Total	70	100 %

Table 08. Students' Way of Thinking When Writing an English Composition

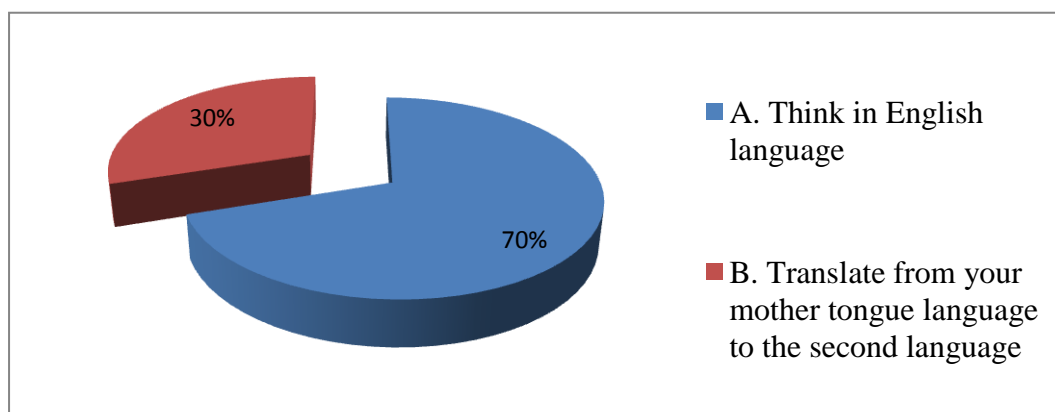


Figure 13. Students' Way of Thinking When Writing an English Composition

The learners' responses to question item 8 indicate that more than a half of learners (70%) agree that they think in English language when they write an composition, whereas the rest of them (30%) translate from their mother tongue to the target language.

The reason behind putting this question is to see whether or not student's think in English when writing a composition. So, from the responses of participants, it is very good to think and write in English because the importance of English cannot be denied or ignored so that it is considered as the greatest common language spoken universally. However, if students think in Arabic, they will face many problems which result from mother tongue interference; especially language transfer.

Question Item Nine

- Do you feel less competent when you face these problems ?

Degree of feeling	Frequency	Percentage
A. Always	5	7 %
B. Sometimes	60	86 %
C. Never	5	7 %
Total	100	100 %

Table 09. The Degree of Students' Feelings Towards the Writing Problems

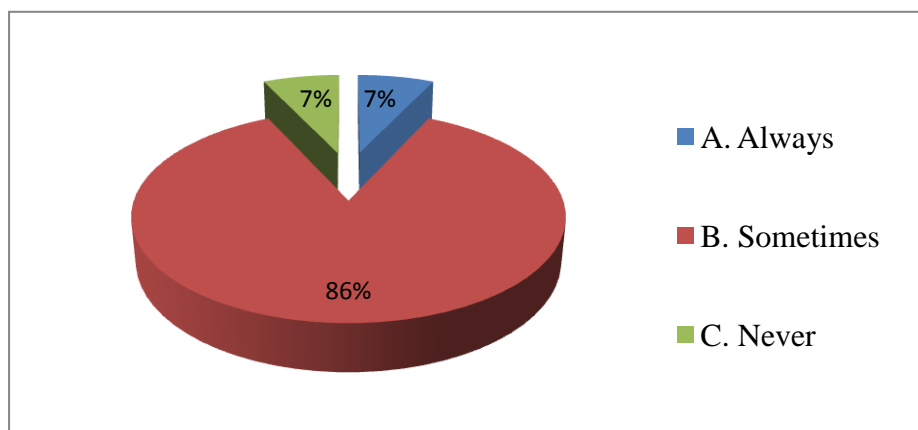


Figure 14. The Degree of Students' Feeling Towards the Writing Problems

Results in table 9 and figure 14 illustrate the following: most students (86%) declare that they sometimes feel less competent when they face the previous investigated problems in writing. However, the rest of them (7%) state that they never feel less competent even if they confront these problems. Other students (7%) report that they always describe themselves as less competent ones.

Since writing is a difficult skill and many problems occur while writing. Most students will automatically feel that they are less competent because ,indeed, they are not native speakers and there are a lot of differences between their mother tongue and the target language. Generally speaking, we can say that committing errors is a natural part of the language learning process.

Question Item Ten

- From your point of view, what could be the best way to improve your writing ?

Ways to improve writing	Frequency	Percentage
A. Extensive reading	41	58 %
B. Extensive writing	20	29 %
C. Taking notes	7	10 %
D. Using electronic dictionaries	2	3 %
Total	70	100 %

Table 10. Students' Ways to Improve Their Writing

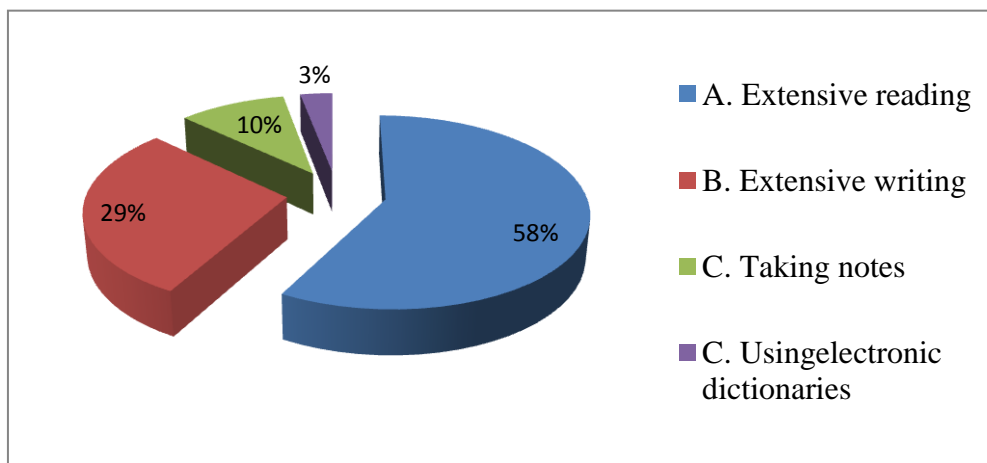


Figure 15. Students' Ways to Improve Their Writing

As it is indicated in the table 10 and figure 15, 58% of students believe that the best way to improve their writing is extensive reading. Other students (29%) think that extensive writing may help them to enhance their writing. However, 10% of them choose the option (c) saying that taking notes can be considered as an effective technique for developing their proficiency in writing, unlike the minority of them (3%) who select the last option (d) declaring that using electronic dictionaries may help them to raise their written level.

writing and reading are related to each other. As Weigle (2004) points out that in the situation of academic writing, students are expected to read, discuss and critically think about the topic mentioned in the reading source before they write on a given topic. That is to say, for students to achieve efficiency and proficiency in academic writing, they have to be exposed to a variety of texts, so that they become more familiar with different writing styles.

Part Three: Teachers' Feedback to Errors in Writing

Question Item Eleven

- Does your teacher of Written Expression correct your errors?

Options	Frequency	Percentage
A. Yes	56	80 %
B. No	14	20 %
Total	70	100 %

Table 11. The Presence or the Absence of Teacher's Feedback on Learners'

Writing Production

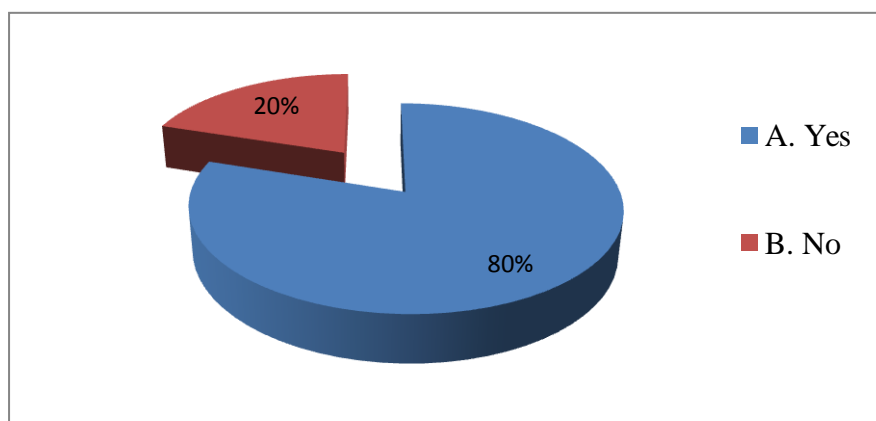


Figure 16. The Presence or the Absence of Teacher's Feedback on Learners' Writing

Production

As shown in the table 11 and figure 16, most of the learners (80%) answered that their teachers of written expression usually provided them with their comments on the writing production. Whereas, the rest of them (20%) responded that their teachers of (WE) did not provide feedback at all.

In fact, the teacher's feedback plays a crucial role in any educational process and it should be an inseparable part of any assessment and course evaluation because when students make

errors, teachers are there to provide them with guidance, so that they will be able to produce the correct target form. Luckily, most of the respondents do receive feedback on their attempts of writing.

Question Item Twelve

- Which of the following types of feedback would you like from your teacher to give more in the future?

Types of feedback	Frequency	Percentage
A. Oral feedback	7	10 %
B. Written feedback	9	13 %
C. Both of them	54	77 %
Total	70	100 %

Table 12. Students' Preferences for Types of Teacher's Feedback

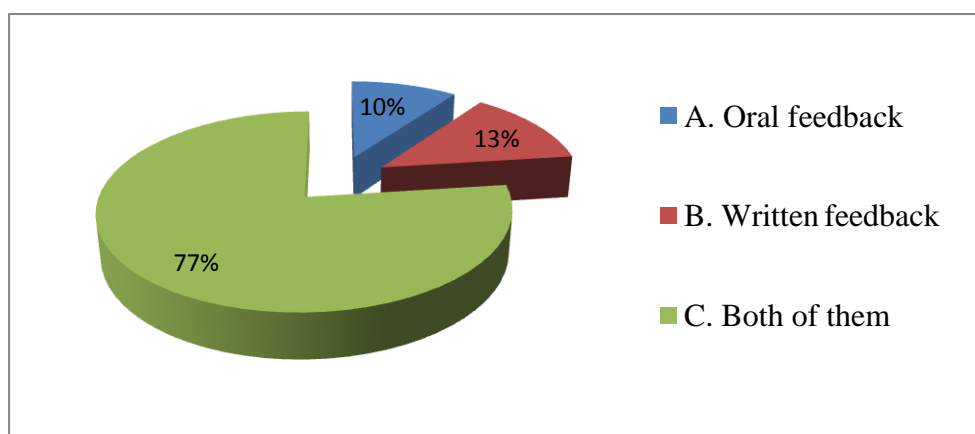


Figure 17. Students' Preferences for Types of Teacher's Feedback

We can deduce from the table 12 above that the majority of learners (77%) chose the last option(c) saying that they preferred feedback that came from their teachers in both types (oral and written). However, others (13%) liked the written feedback, while the remaining

respondents (10%) opted for the first option (a) declaring that they wanted their teacher’s feedback to take an oral form.

For feedback to be effective, teachers must provide both oral and written feedback, so that students can bridge the gap between them and their teachers, take learning forward, and improve their performance.

Question Item Thirteen

- When your teacher offers you feedback, do you prefer that he?

Ways of correction	Frequency	Percentage
A. Corrects your errors immediately after their occurrence	12	17 %
B. Lets you finish the message you are trying to convey and corrects your errors	58	83 %
Total	70	100 %

Table 13. Students’ Preferences for Feedback Timing

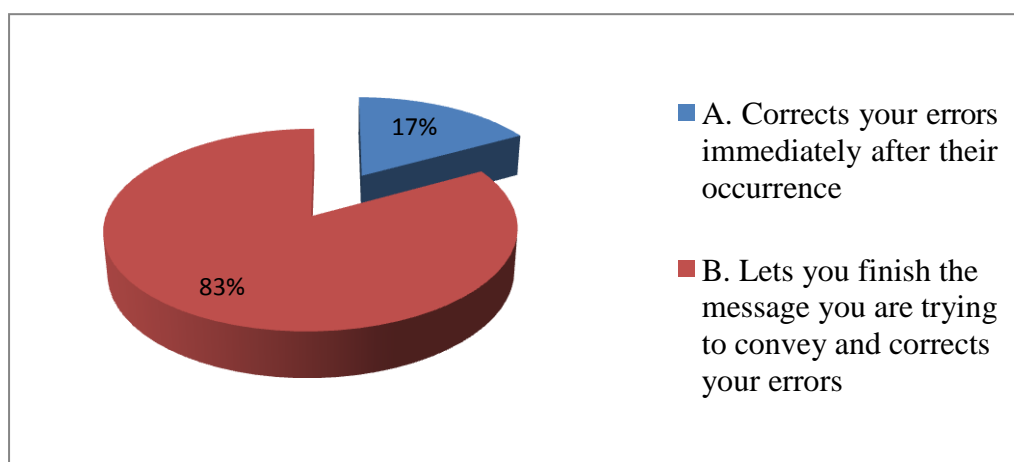


Figure 18. Students’ Preferences for Feedback Timing

As the way it was phrased indicates, this question investigates learners' preferences for the timing of the received feedback. The majority of them (83%) selected the option (b) saying that they wanted from their teachers of written expression to let them finish the message that they were trying to convey, then, provide them with the appropriate feedback. Only (17%) chose the first option declaring that they preferred their teachers to correct their errors immediately after their occurrence.

It seems that giving too much feedback can break the flow of ideas. According to Walker (1973), students prefer not to be corrected for every speaking and writing error because this practice erodes their confidence and leads them to losing motivation.

Question Item Fourteen

- Which of the following would you like from your teacher of English to do when responding to errors? (Please tick only one answer.)

Ways of indicating the errors	Frequency	Percentage
A. Circle the errors	5	7 %
B. Circle the error and provide correction	28	40 %
C. Circle the error and categorize it	5	7 %
D. Circle the errors, categorize it , and provide correction	31	45 %
E. None of the above	1	1 %
Total	70	100 %

Table 14. Students' Preferences for the Form of Teacher's Corrective Feedback

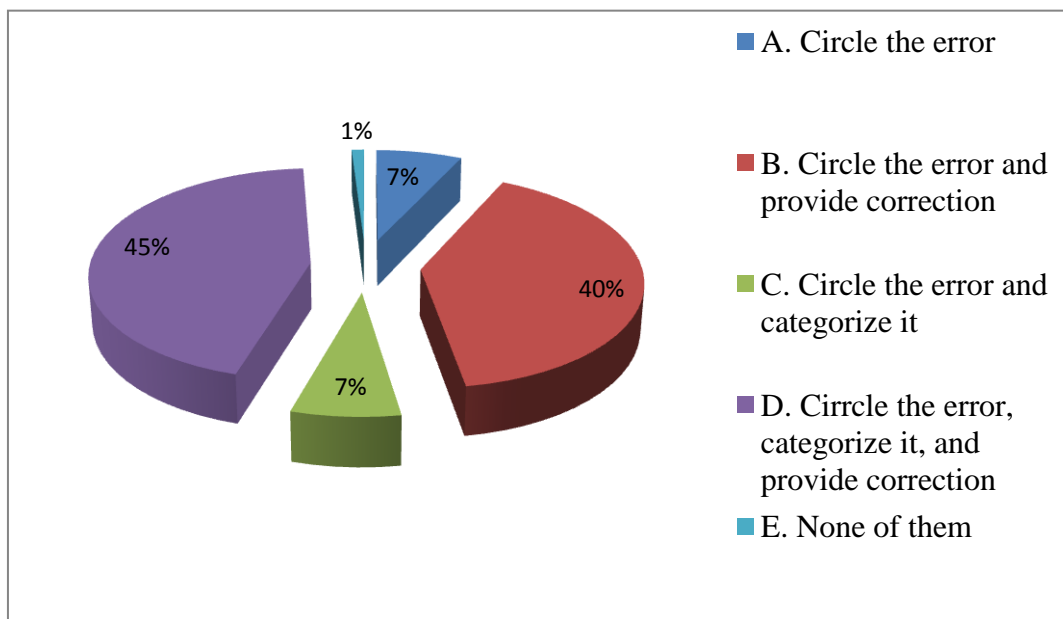


Figure 19. Students' Preferences for the Form of Teacher's Corrective Feedback

Table 14 displays that 45% of learners prefer their teachers of written expression to correct their written production by circling the error, categorizing it, and providing the correction. Others (40%) want their teachers to circle the error and provide correction. Option (a) and (c) are chosen with the same frequency with percentages of 7%. Option (a) supports the idea that teachers just circle the error, whereas option (c) calls for teachers to circle the errors and categorize them without providing correction. Only 1 % claim that they prefer none of the suggested ways of corrections.

These results indicate the type of feedback which the participant students want to receive on their writings. However, what the majority of the students wanted cannot be probably done by the teachers. As indicated in the literature review, by providing feedback, the teacher helps his students write but never does the whole task of writing. Otherwise, the feedback will lose its essence.

Part Four: Learners' Attitudes towards Teacher's Feedback

Question Item Fifteen

- Do you read your teacher's corrections?

Options	Frequency	Percentage
A. Yes	69	99 %
B. No	1	1 %
Total	70	100 %

Table 15. Learners' Interest in Reading Feedback

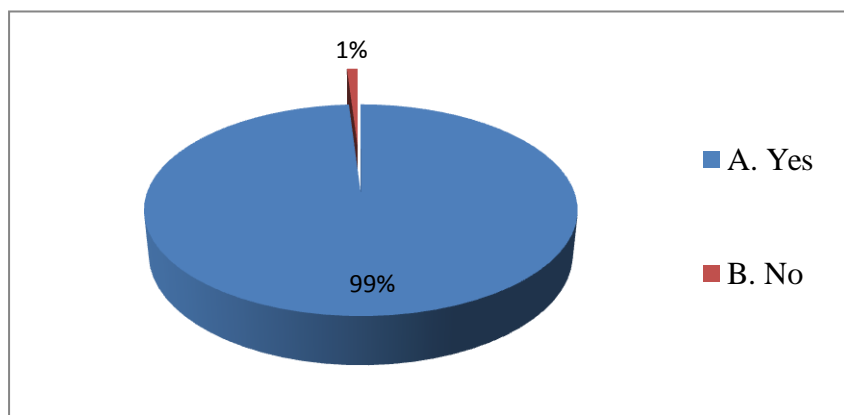


Figure 20. Learners' Interest in Reading Feedback

As it is displayed from table 15 and figure 20 above, 99% of the participants read the corrections provided by their teachers. Only 1% from the total number declared that he/she neglected the teachers' feedback.

Question Item Sixteen

- If you are answered by yes , do you:

Ways of reading	Frequency	Percentage
A. Read them carefully	52	75 %
B. Look at some of them	17	25 %
C. Ignore them	0	0 %
Total	69	100 %

Table 16. Learners' Ways of Reading the Received Feedback

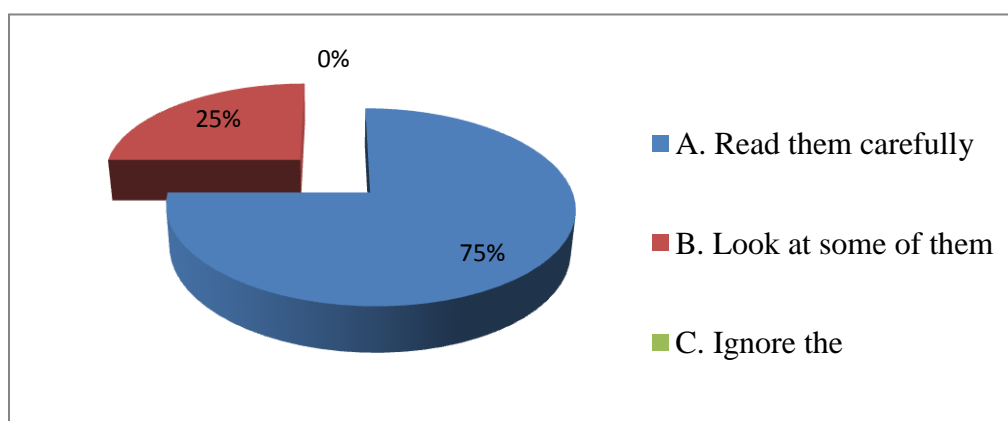


Figure 21. Learners' Ways of Reading the Received Feedback

The majority of the respondents (75%) said that they read the corrections provided by their teachers carefully, while (25%) of them only look at some of the comments provided. No one of them (0%) declared that they ignored teacher's feedback.

Following the results above, we can detect that the reasons behind learners' acceptance of teacher's feedback and reading it carefully are the following:

- Acceptance could involve agreement with the teacher's feedback because his/her feedback really makes sense to the learner.

- The possibility of acceptance could also be a result of highly valuing the expertise of the teacher, even without understanding on the part of the learner.

- Learners could also accept the feedback because the teacher said that, even if the learner does not really agree with the feedback.

That is to say, teacher's feedback gives students the opportunity to learn about what the teacher thinks of their work, so that it received considerable attention by learners.

Question Item Seventeen

- What source of feedback do you prefer the most ?

Sources of feedback	Frequency	Percentage
A. Teacher's feedback	18	26 %
B. Peer's feedback	3	4 %
C. Self-feedback	8	11 %
D. Electronic feedback	2	3 %
E. All of them	39	56 %
Total	70	100 %

Table 17. Sources of Feedback

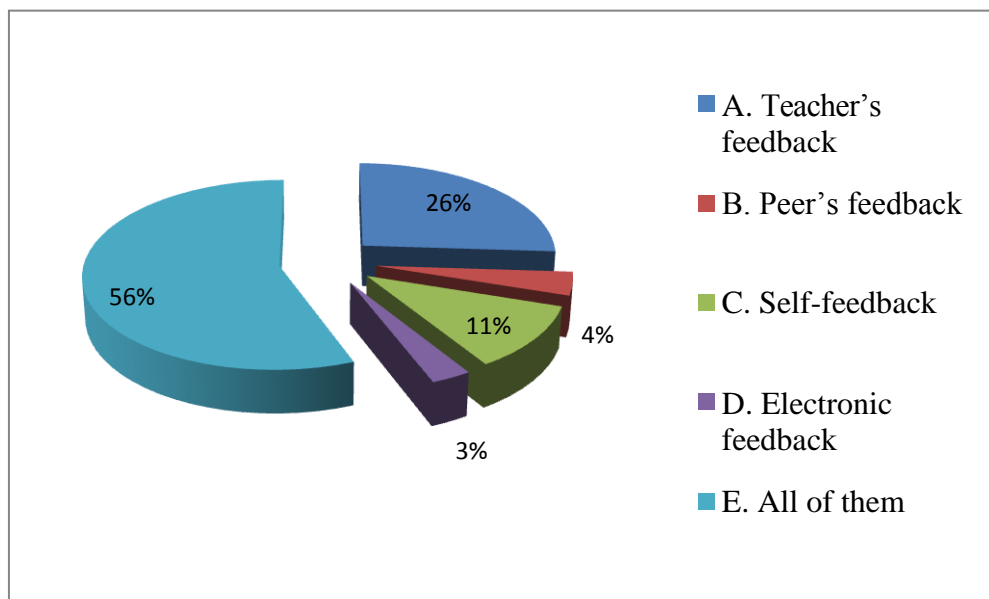


Figure 22. Sources of Feedback

Although the previous questions dealt particularly with the teacher's feedback, the aim behind this question is to see whether or not students want to receive additional or other types of feedback. So, the above statistics clearly indicate that more than a half of learners (56%) prefer feedback that comes from all the suggested sources. Other learners (26%) give privilege to the teacher's feedback, whereas 11% of them prefer self-correction. On the other hand, there are few students who opted for other options: 4% of them prefer that their errors be corrected by their peers, while the remaining 3% choose electronic feedback.

In fact, there is no single way for providing feedback on writing. Thus, different feedback sources in writing can possibly have different effects on students' writing ability, especially when being employed with mixed ability levels of students in the writing class. However, no one can deny that most of students rely much more on teacher's feedback.

Question Item Eighteen

- Do you integrate your teacher's feedback into your writing?

Options	Frequency	Percentage
A. Yes	66	94 %
B. No	4	6 %
Total	70	100 %

Table18. Students' Integration of the Teacher's Feedback in Their Writing

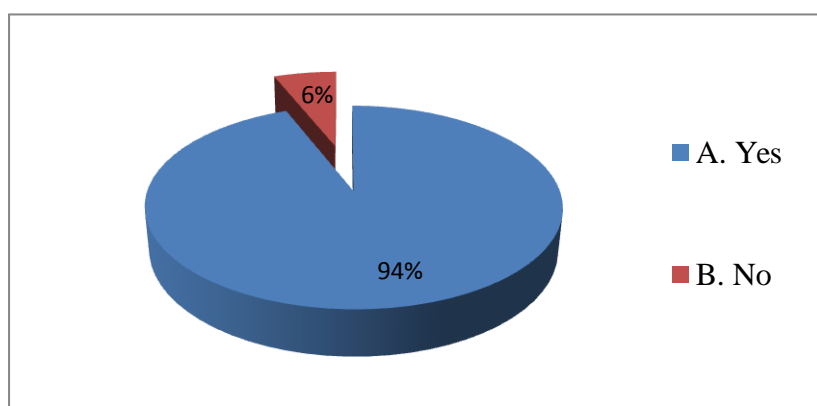


Figure 23. Students' Integration of the Teacher's Feedback in Their Writing

94% of the participant learners said that they integrated their teacher's feedback into their writing, whereas very few of them (6%) affirmed that they neglected it.

Question Item Nineteen

- Do you find that teacher's feedback is useful?

Options	Frequency	Percentage
A. Yes	66	94 %
B. No	4	6 %
Total	70	100 %

Table 19. The Usefulness of Feedback in Improving Writing

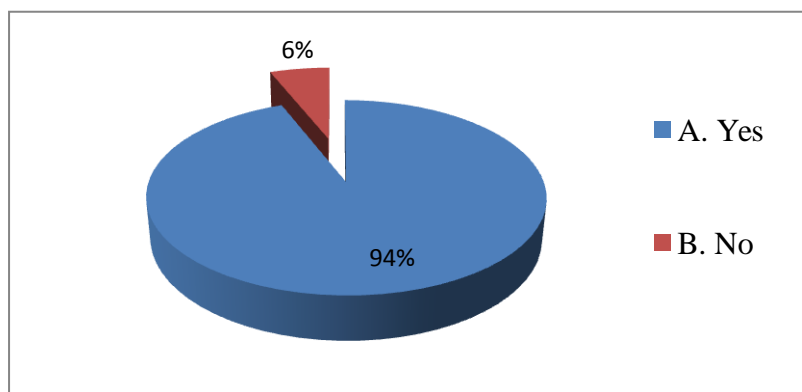


Figure 24. The Usefulness of Feedback in Improving Writing

Because questions eighteen and nineteen are closely related, we have chosen to discuss them under the same item. To start with, question item (18) was designed to meet the third aim of this dissertation: to see how the learners perceive the teacher's feedback and whether they integrate it in their writing or not. Then, question item (19) was also put to fulfill the fourth aim: to examine whether the learners' awareness of the usefulness of feedback.

In response to this question, 94% of the learners claimed that their teacher's feedback has a significant role in improving their written production, while the rest of them (6%) stated the opposite: that it was not important.

Typically, feedback is viewed as a tool to help learners. It makes them evaluate their writing and notice possible points of weaknesses because without comments from the teacher, students assume that their writing has reached the intended level; hence, they see no need for revising the content of their papers. That is to say, most of the students seem to be aware of the importance of teacher's feedback. In this respect, Hyland (2003) signals that the feedback "Offers an additional layer of scaffolding to extend writing skills, promote accuracy and clear ideas, and develop an understanding of written genres" (207). To

put it another way, the importance of feedback lies mainly in developing the learners competences, and changing their inter-language for the better.

Part Five: Students' Suggestions

Question Item Twenty

- In your view, how can teachers' feedback help in ameliorating students writing skill?

The last question is an open-ended question aims to invite students to suggest any technique, strategy, or idea that would make them take their teacher's feedback into account.

Among 70 respondents, only 45 students gave some comments on the way that teacher's feedback helped them in ameliorating their writing. Thus, the respondents' answers (suggestions) were analyzed and categorized as follows:

- Taking into account the teachers' feedback would let learners know weaknesses and avoid making the same mistakes in future situations.

- Teachers must give an effective feedback, but without embarrassing their students, so that their motivation increases and written performance improves.

- Giving feedback by teachers may help learners to develop the notion of correction, so that they would be aware about their errors and try to correct them immediately after their occurrence.

- In order to develop academic writing, teachers must ask their students to read all the time. To put it another way, the more students read, the better they write.

- The majority of students rely much more on teachers' feedback as a primary source, since they provide them almost unquestionably trusted feedback unlike the one given by peers that may be trusted or not.

- One of the respondents suggests a beneficial way in order to see if the teachers' feedback work or not. According to him, teacher's feedback does its job only when teachers ask students to re-write the piece of writing in a corrected way after having comments and receiving feedback. By doing so, teacher become sure that their students have read their instructions and have applied them.

In sum, these responses illustrated that the majority of learners are definitely aware of the importance of feedback.

1. 2. 2. Analysis of Teachers' Questionnaire

Part One: Background Information

Question Item One

- Which academic degree do you hold?

Academic degree	Frequency	Percentage
A. Master	5	38 %
B. Magister	3	23 %
C. Doctorate	5	39 %
Total	13	100 %

Table 20: Classification of Teachers' Academic Degree

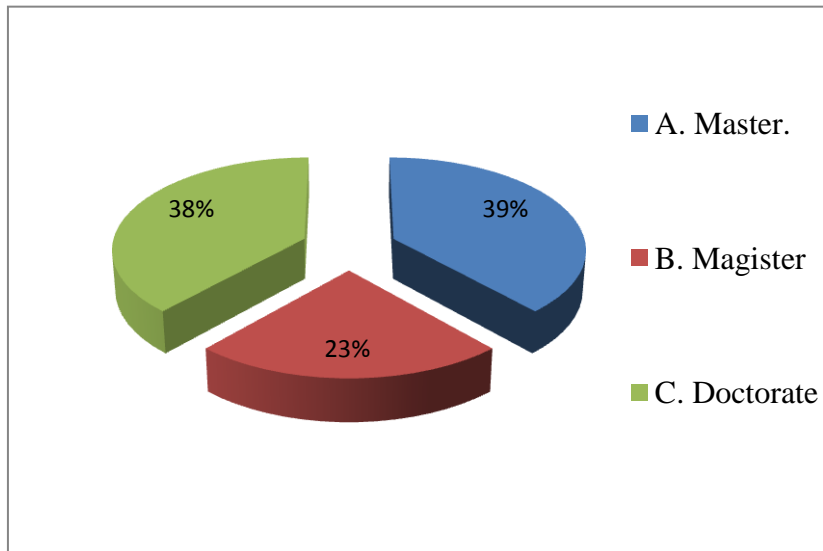


Figure 25: Classification of Teachers' Academic Degree

From the answers of our informants, we noticed that 38% hold master degree (MA), 39% hold doctorate degree (Ph), but only 23% of them hold magister degree (MA).

Question Item Two

- How long have you been teaching written Expression at university ?

Concerning their experiences, most of them (80%) have been teaching written expression for more than five years.

Part Two: Teaching Writing

Question Item Three

- When teaching the writing skill, which approach of the following do you adopt ?

Approaches of teaching writing	Frequency	Percentage
A. The product approach	5	38 %
B. The process approach	2	15 %
C. The genre approach	0	0 %
D. The eclectic approach	6	46 %
Total	13	100 %

Table 21: Approaches Used to Teach Writing

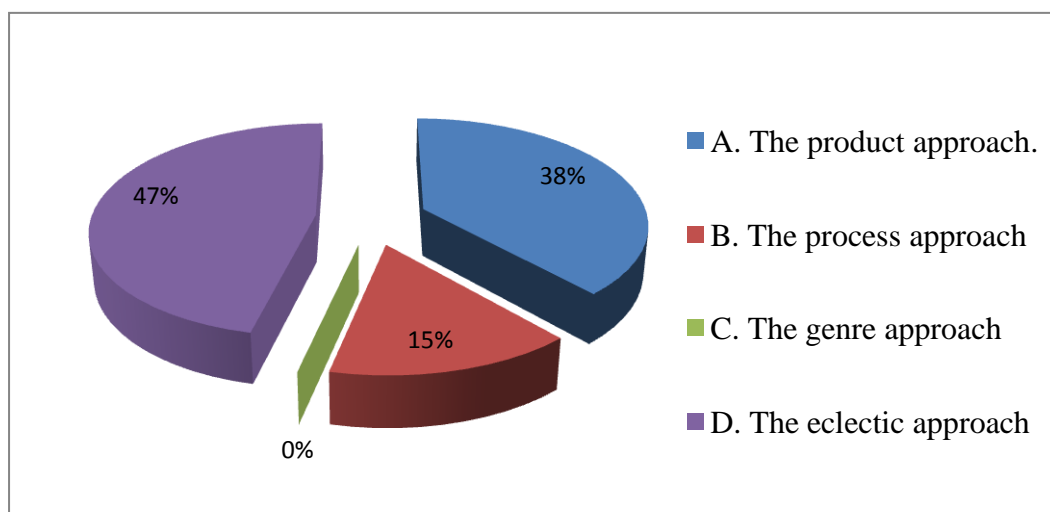


Figure 26: Approaches Used to Teach Writing

This question tends to specify the approaches that teachers use when teaching writing the product, the process, the genre approach, or simply adopting the eclectic approach because it encompasses all the previous approaches as one main approach. The majority of our teachers (46%) preferred to explore teaching writing through the eclectic approach, 38% believed that

the product approach is the best one for teaching writing, and only 15% chose the process approach. Surprisingly, no one of them selected the genre approach and the total rate was (0%).

According to these data, eclectic approach is the most adopted one in writing classes. This particular approach is unique in the sense that it can combine all the existing methods and techniques to make them more flexible for students to learn how to write easily. However, the importance of the other approaches when considered individually cannot be neglected because the eclectic approach itself is a whole combination of the other approaches. According to teachers, the product approach and the process approach both are significant. On the one hand, the product approach allows students to imitate a model text, usually presented and previously analyzed, and on the other hand, the process approach focuses much more on the different tasks which support language development. For this reason, it is clear that the eclectic approach has been successful in achieving the objectives in ESL / EFL classrooms. That is why the majority of teachers support this approach the most.

Question Item Four

- Do you find teaching writing skill a difficult matter ?

Options	Frequency	Percentage
A. Yes	12	92 %
B. No	1	8 %
Total	13	100 %

Table 22: Teachers' Views about the Difficulty of Writing

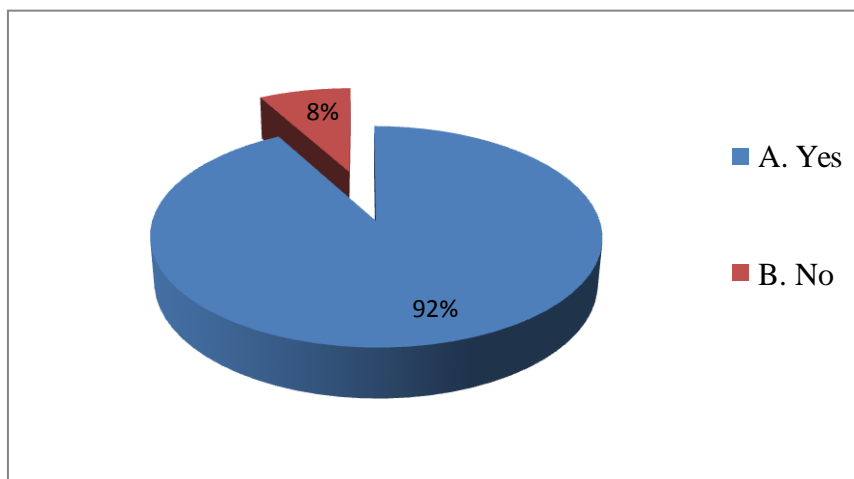


Figure 27: Teachers' Views about the Difficulty of Writing

This question is put in order to know the teachers' opinions about the difficulty of writing. The answers we collected reveal that 92% of them answered by "Yes" and they found that teaching writing was a difficult skill, while others (8%) replied by "No".

Question Item Five

- What are the most common writing problems you noticed in your students' writings?

The writing problems	Frequency	Percentage
A. Grammar	8	15 %
B. Vocabulary	11	21 %
C. Spelling and punctuation	10	19 %
D. Capitalization	5	9 %
E. Content and paragraphs organization	10	19 %
F. Native language interference	9	17 %
Total	53	100 %

Table 23: The Most Common Problems in Writing Noticed by Teachers

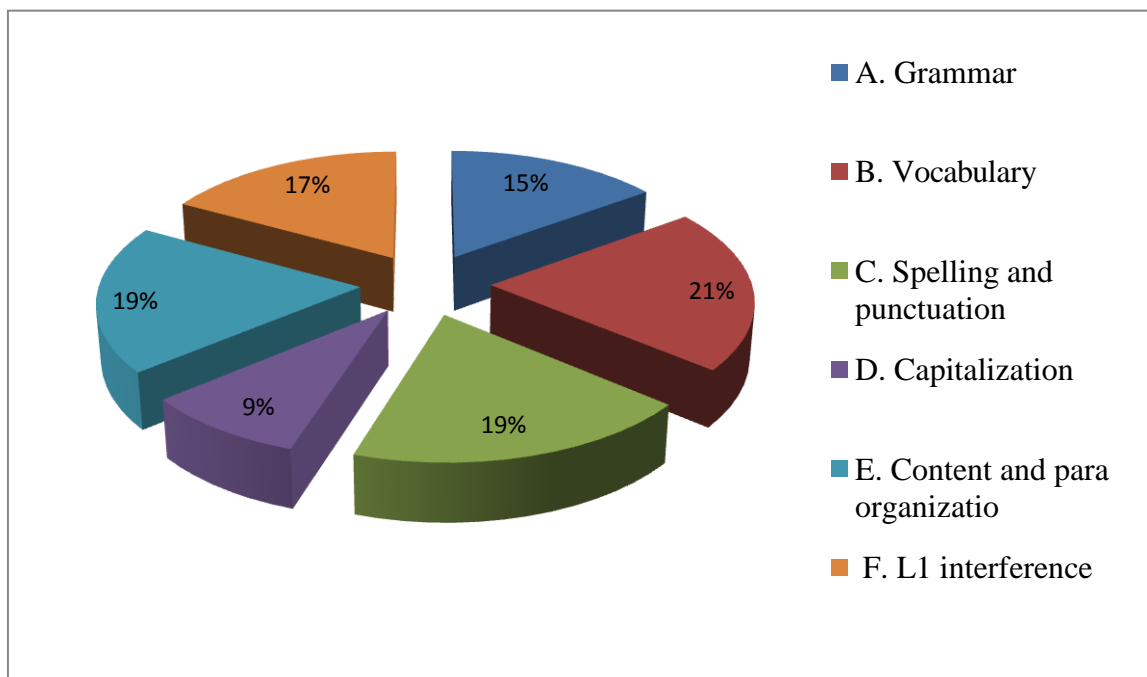


Figure 28: The Most Common Problems in Writing Noticed by Teachers

According to the obtained data, 21% of participant teachers declared that vocabulary was the most common problematic issue among students. Spelling and punctuation were thought of as the second challenging aspects of writing by 19% of the teachers; content and paragraph organization were opted for only 9% of the teachers. The rate was really close between grammar (15%) and native language interference(17%). Capitalization was troublesome aspect for only 9% of the teachers.

Because question four and five are closely related, it is better to discuss them under the same item. So, the majority of teachers even those who had a long experience still face problems in the module of written expression, especially problems with learners' poor writing productions. Therefore, these questions were designed to know teachers' opinions about the complexity of the writing skill and to identify the kind of difficulties learners of English face when writing.

In fact, these difficulties are due to many factors. One of these might be the teaching method: because some teachers focus much more on the program, they are unmotivated to teach writing. Besides, learners are not able to develop their writing capabilities in spelling, grammar, or vocabulary as these are the main problematic issues as was found in the analysis of students' questionnaire. On the one hand, grammar is difficult because there are so many rules to understand in order to form correct structure. On the other hand, learners have problems with finding the appropriate words which they need to express particular ideas. Adding to and renewing the linguistic repertoire is deemed necessary for EFL writing, yet it is never easy to be done. Other major problems teachers and students face in the writing process are the insufficient time allotted for this skill, the lack of practice and demotivation. So, thinking about all these difficulties and how teachers are trying to enhance their students' drafts without any progress is disappointing.

Question Item Six

- Do you oblige them to write?

Options	Frequency	Percentage
A. Yes	12	92 %
B. No	1	8 %
Total	13	100 %

Table 24: Writing as Obligatory

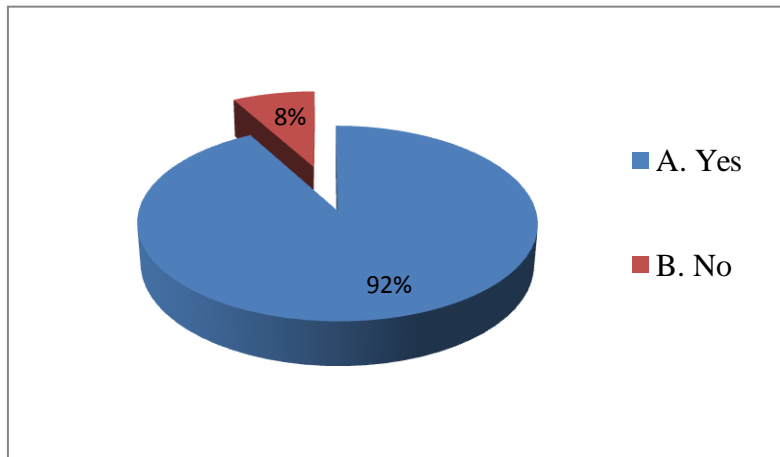


Figure 29: Writing as Obligatory

This question asks teachers if they oblige their students to write or not. It seeks to know whether or not all students write something in class, even those who lack motivation or who have other sorts of problems with writing. From table 24 and figure 29 , we notice that 92% of our informants oblige their students to practice writing and only 8% of them not. The following question is a follow up to this one and it studies what the teachers oblige their students to write.

Question Item Seven

- If yes, how do you do that ? is it by:

Types of Writing	Frequency	Percentage
A. Writing essays	9	68 %
B. Writing diaries	1	8 %
C. Writing response to novels	1	8 %
D. Free writing + group work	1	8 %
E. Giving them assignment to write in and outside the class	1	8 %
Total	13	100 %

Table 25: Types of Writing Required by Students

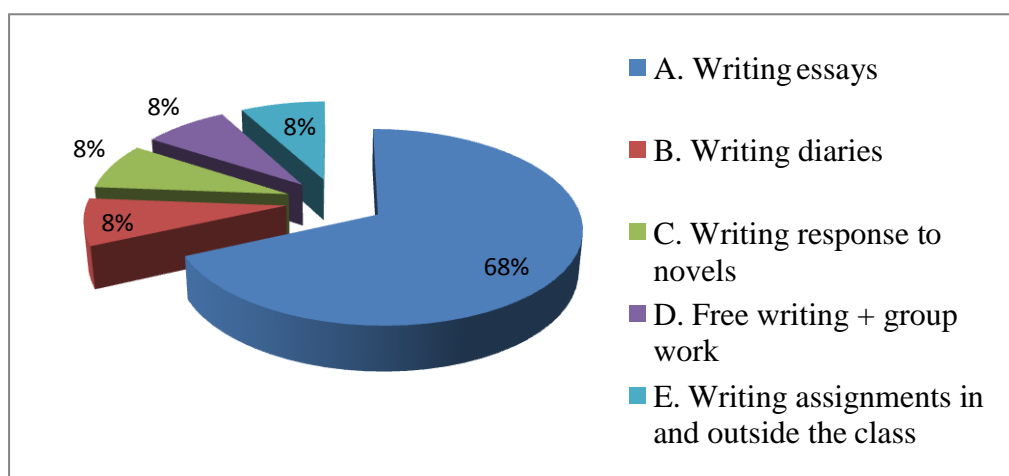


Figure 30: Types of Writing Required by Students

Question seven reports that teachers use different ways to develop their students' writing. The results display that 68% of our respondents oblige their learners to write essays, but we notice that writing diaries, response to novels, free writing, and homework are used by 8% of the teachers, for each.

One possible explanation for this is that writing is really a very difficult task for learners and even for native speakers; that is why teachers struggle with this process to make it more flexible and comprehensible. If teachers do not oblige their students to write, they will not even think about writing, since most of them have neither desire nor passion for this skill; they find it boring, complex, and a matter of wasting time. For this reason, teachers are obliged to force their students to implement imagination in their drafts and increase creativity through free writing or writing diaries, so that they can learn how to express their personal feelings and opinions. In addition, homework and classrooms' activities, are very helpful tools to improve students' skills and back up previously acquired information.

Generally speaking, students will discover their skills and enhance their writing style, when they write essays; they will pay more attention to content organization, punctuation and sentence clarity; and they also balance all these elements with one more important factor which is critical thinking. However, students who lack the desire for writing and who are not obliged to practice writing may have unsatisfactory results with unclear reasoning and weak arguments.

Question Item Eight

- Do you think that the best solution to enhance learners writing is:

Solutions to the writing problems	Frequency	Percentage
A. Giving rewards and punishments	8	30 %
B. Giving effective feedback	10	37 %
C. Using interactive method	6	22 %
D. Using technology	3	11 %
Total	27	100 %

Table 26: Teachers' Opinions about the Best Solution to Enhance Writing

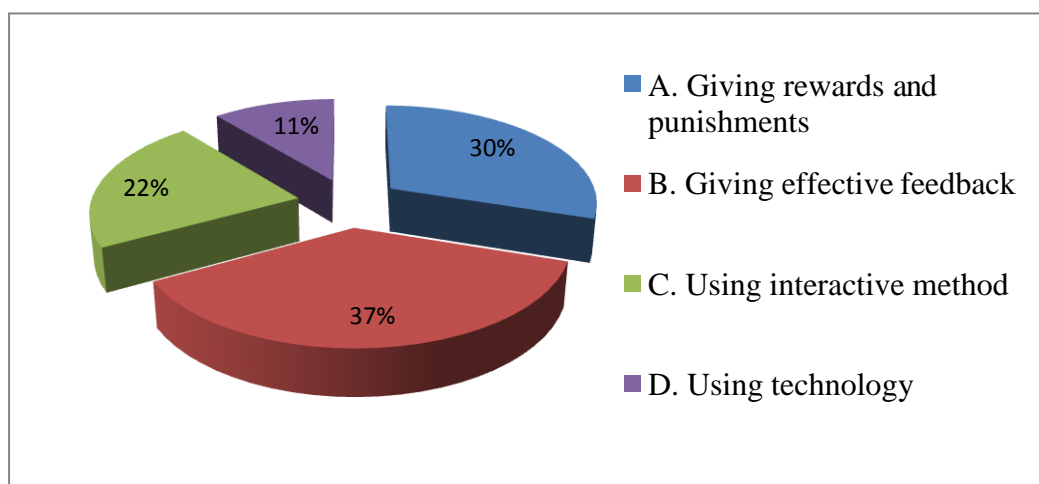


Figure 31: Teachers' Opinions about the Best Solution to Enhance Writing

The data provided by the teachers indicates that giving effective feedback is the best solution which can help students improve their writing skill (37%). 30% of teachers believe that having a good writing can be achieved by giving rewards and punishments. The results show that 22% of teachers consider that using interactive method was helpful for producing a good piece of writing. 11% of them reveal that using technology is just a supportive solution.

Since writing is an important aspect of language learning, the need to learn to write in English for academic purposes is growing in the field of education. Therefore, teachers are more aware of current strategies, practices and solutions to improve students' writing in English composition. Thus, the previous answers indicate that giving effective feedback by teachers can be considered as the best solution to teach learners how to write a good paragraph, with the appropriate use of punctuation marks and vocabulary and other basics of writing.

Writing is viewed as a creative process. Therefore, students must be highly motivated before they deal with any given composition. So, giving rewards or punishments is essential so that learners would learn successfully to get rewards and enjoy writing at the same time. Using interactive methods and different technological instruments by teachers can create an effective competitive environment for the learners where they can have debates and exchange thoughts which may help them learn from each other.

Question Item Nine

- According to you as a teacher, which role do you perform in the writing classroom?

Teachers' role in the class	Frequency	Percentage
A. An information provider	0	0 %
B. Instructor	0	0 %
C. A manager	1	8 %
D. Assessor	0	0 %
E. Observer	0	0 %
F. All of them	12	92 %
Total	13	100 %

Table 27: Teachers' Role in the Classroom

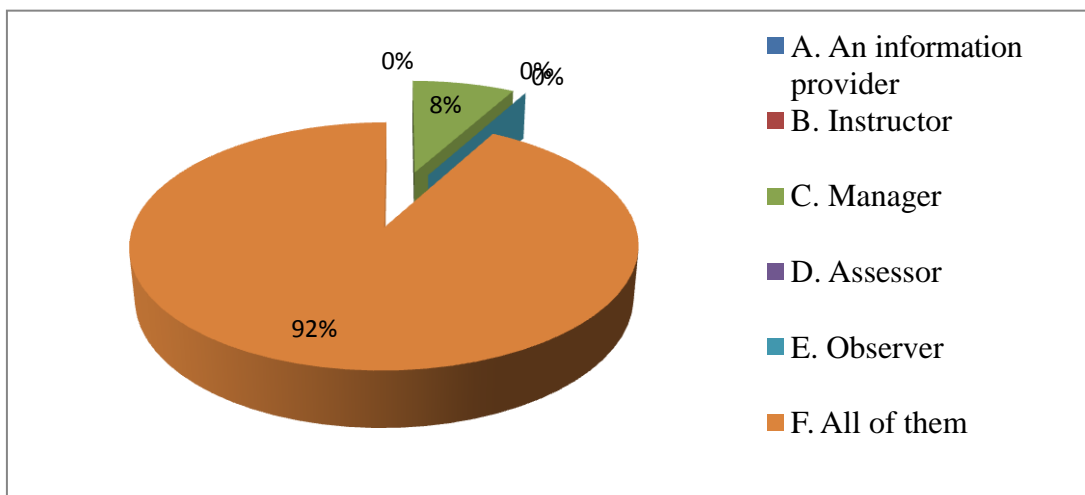


Figure 32: Teachers' Role in the Classroom

As it is well clarified in the table 27 and figure 32 above, the majority of teachers (92%) act inside the writing classrooms as information providers, instructors, managers, assessors, and observers. However, only one of them (8%) was more specific and he prefers to act as a manager.

Apparently, students sometimes show desire to receive advice, assistance, and correction from their teachers to participate actively inside the classroom. In this case, teachers must be aware of their important role in motivating those learners each time they lose their motive to write. In addition, teachers should observe their students' attitudes, manage the entire classroom, and provide the right instructors to make some necessary changes that generally increase students' responsibility towards this process.

Part Three: Teachers' Feedback

Question Item Ten

- Do you provide feedback to your students?

Options	Frequency	Percentage
A. Yes	13	100 %
B. No	0	0 %
Total	10	100 %

Table 28: Providing Feedback by Teachers

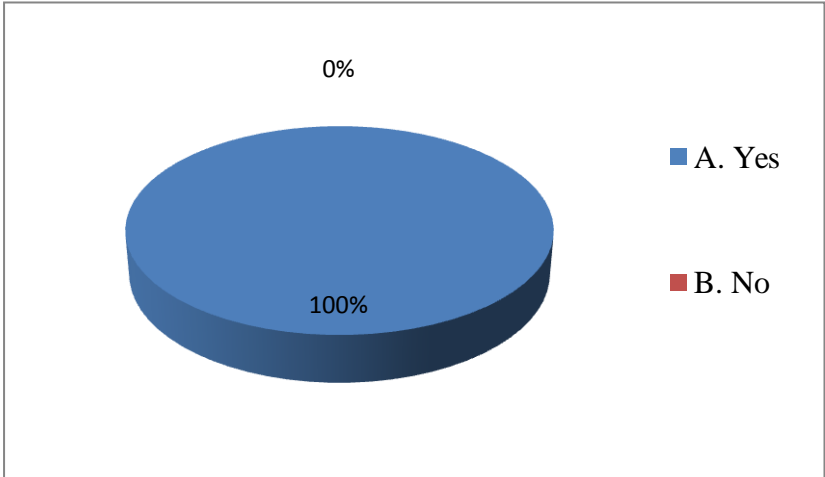


Figure 33: Providing Feedback by Teachers

As indicated earlier, third part consists of five main questions. The first three questions (Q10, Q11, and Q12) are closely related to each other; therefore, the results obtained from each question are analyzed in relation to each other. So, question item (10) was put to know whether teachers provide feedback to their learners or not. The statistics clearly indicate that all of teachers (100%) provided feedback to their learners.

Question Item Eleven

- If your answer to the previous question is 'Yes', which one of the following types of feedback you give?

Types of feedback	Frequency	Percentage
A. Oral Feedback	0	0 %
B. Written feedback	1	8 %
C. Both of them	12	92 %
Total	10	100 %

Table 29: Types of Teachers' Feedback

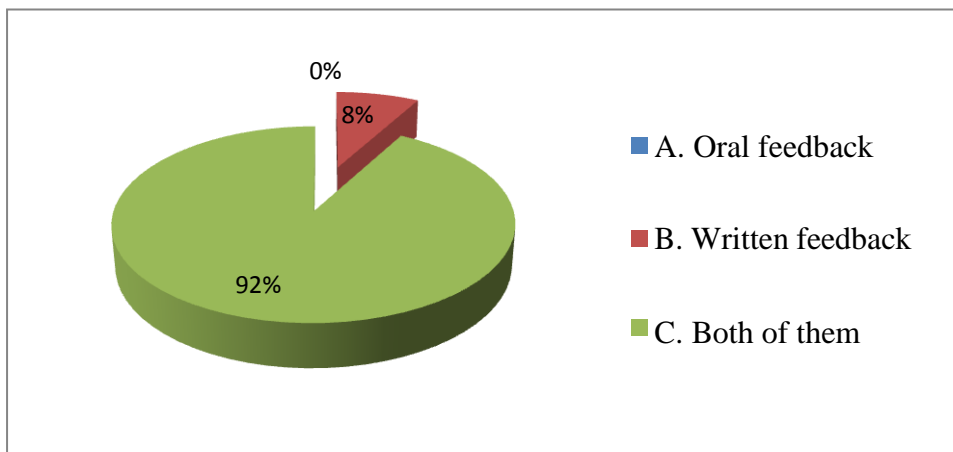


Figure 34: Types of Teachers' Feedback

This question (11) was designed as a follow-up to the previous one. In replying to this question, only 8% of the teachers claim that written feedback is the only type that he gives to his learners, unlike the rest of our respondents (92%) who prefer to provide both written and oral feedback to their students.

Question Item Twelve

- In your opinion, which way is more effective in giving feedback ?

Ways of giving feedback	Frequency	Percentage
A. Direct feedback	3	23 %
B. Indirect feedback	1	8 %
C. Both of them	10	69 %
Total	13	100 %

Table 30: Teachers' Opinions about an Effective Way to Provide Feedback

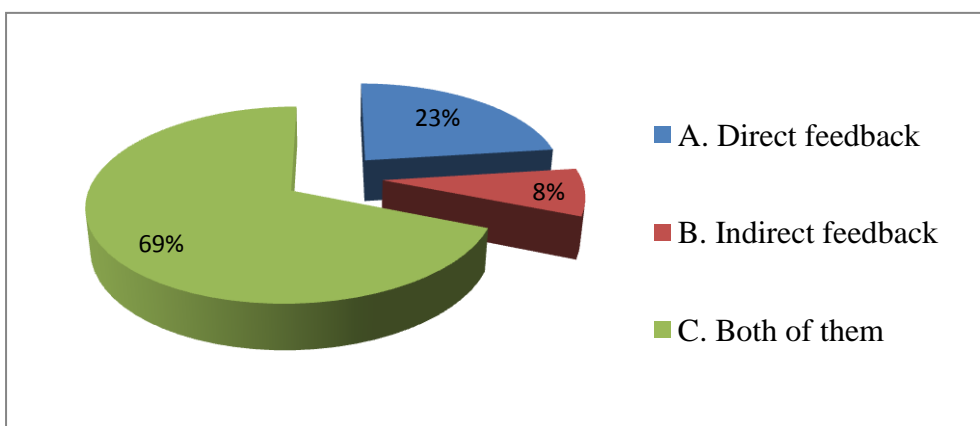


Figure 35: Teachers' Opinions about an Effective Way to Provide Feedback

Question (12) investigates the teachers' ways of providing feedback. The majority of our informants (69%) provide both direct and indirect feedback, together. However, the rest of them (23%) rely only on direct feedback, and only 8% of them prefer indirect feedback.

In fact, feedback can be very powerful if done well. Some experts classify feedback according to the ways or strategies employed when it is provided whether scripturally or orally. According to them, there are two main types of feedback which are: direct and indirect feedback. As teachers start providing feedback to their learners, they simply inform them how well they have performed on their writing without providing them with the correct form

of the error, and this is the main characteristics of the indirect feedback, which plays a major role in developing students cognitively. Moreover, some teachers give feedback directly, so each time learners make mistake, the teacher directly corrects them without giving any clues to determine the area of the error. So, this type is based on noticing and it is appropriate for beginner students. Hence, learners need to distinguish between direct and indirect feedback techniques to facilitate the improvement of writing quality.

Question Item Thirteen

- How do you correct your students' written assignment, do you :

Ways of correction	Frequency	Percentage
A. Provide directly the correct form	1	8 %
B. Show the mistakes using symbols	11	84 %
C. Just cross the mistaken part	1	8 %
Total	13	100 %

Table 31: Teachers' Ways of Correcting the Mistakes

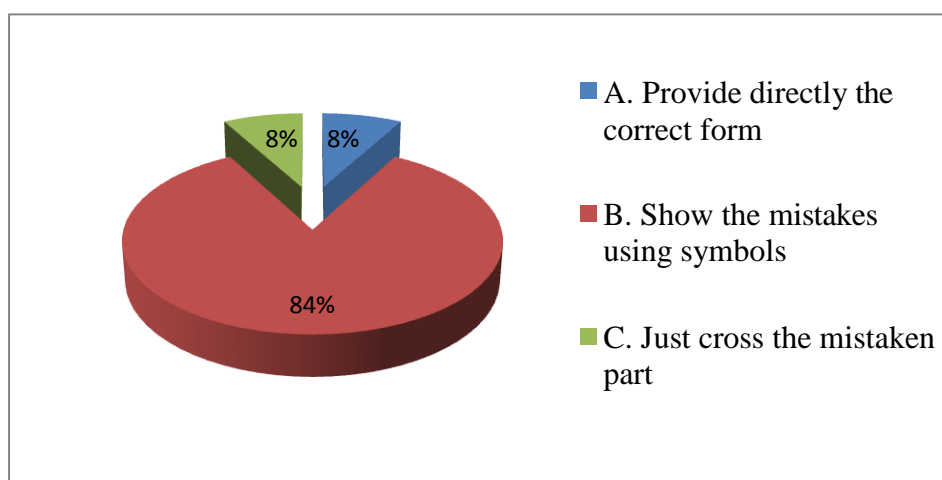


Figure 36: Teachers' Ways of Correcting the Mistakes

As it shown in the table 31 and figure 36 above, the majority of teachers (84%) selected the option (b) by showing the mistakes using symbols as it is an effective way of correcting learners' error. However, 8% opted for just crossing the mistaken part, whereas the remaining 8% of teachers preferred providing the correct form directly.

That is to say, the ways of correction differ from one teacher to another because the strategies of providing feedback are varied to meet students' needs. As we said before in our previous interpretation of the students' questionnaire direct correction is more appropriate for beginners as it is the fastest and easiest way to revise and edit their writing. Nevertheless, using symbols in correcting students' assignment may be helpful for, it stimulates them to think and analyze the whole situation by relating the given symbols to the context where an error exists, determining the area of the error, and correcting the error based on their knowledge. In this way, students will learn how to correct their own mistakes and they will improve their writing as well as they will learn to challenge themselves to be more confident about their knowledge and skills.

Question Item Fourteen

- How often do your students respond to your feedback?

Degree of responding	frequency	Percentage
A. Always	1	8 %
B. Very often	7	54 %
C. Sometimes	5	38 %
D. Rarely	0	0 %
E. Never	0	0 %
Total	10	100 %

Table 32: Students' Degree of Responding to Teachers' Feedback

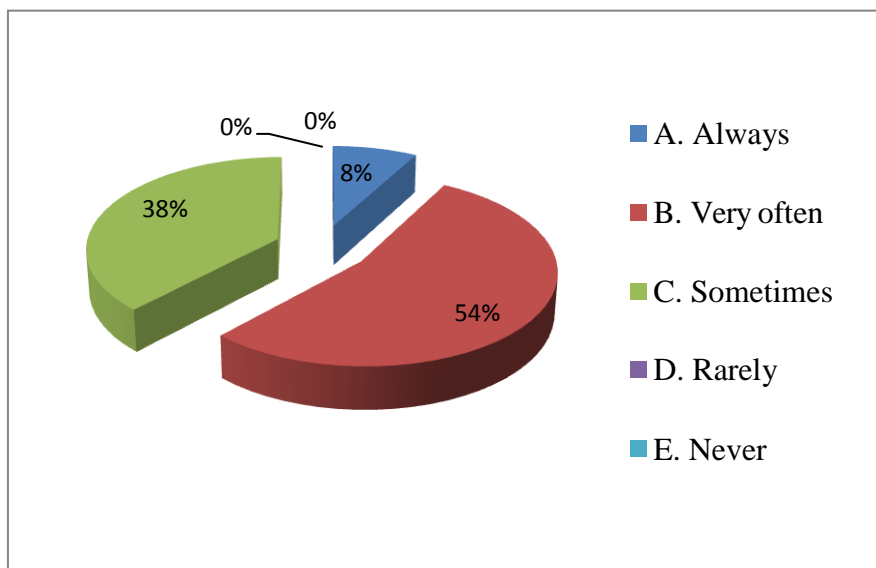


Figure 37: Students' Degree of Responding to Teachers' Feedback

As it is noticed, the highest rate of informants (54%) claim that their students react to their feedback very often, 38% say that their students only sometimes respond to their instructions, but only 8% selected option (a) declaring that their students always react to their feedback positively. Moreover, none of our informants opted for either option (d) or option (e): the percentage was scored (0%).

The teacher's feedback to students' writing is absolutely a key element in the process of writing. Unfortunately, students tend to ignore the teacher's feedback and respond occasionally because they barely look at their papers where the red marks, lines, and circles are spotted. Even worse, they just throw these papers away without reading the notes that teachers spent nights making. Simply, students look at the given feedback as nothing but criticism. So, learners should stop thinking that by giving them feedback, teachers underestimate their writing abilities contrarily they should look at its lighter side, the one of improving their writing abilities, but rather they should look at its lighter side, the one of improving their writing.

Part Four: Teachers' Suggestions

Question Item Fifteen

This space is left for our informants to provide us with their further opinions concerning the writing skill. Overall, among 13 respondents, only 10 of them gave their own personal views on learners' writing problems, and they also talked about their own techniques of providing feedback to enhance students' writing quality. Thus, the informants' answers (suggestions) were analyzed and categorized as follows:

- Taking the needs and interests of the students into consideration is very crucial.

- Teachers should adopt the process approach in order to let the students integrate their feedback in successive drafts.

- Although there are many types of feedback, the teacher's feedback is the most trusted one by the learners. Therefore, it needs to be provided in an appropriate manner and time.

- The teacher must make sure that his feedback is not overlooked, he has to encourage the learners to use his feedback as a way of improving their writing rather than a way of negative criticism.

- Students should never feel ashamed when given feedback, and in the same time, teachers must explain that the feedback is a way to enhance rather than to impede writing.

- Teachers should look for modern methods of giving feedback.

- Learners should take their teachers feedback into accounts and try to work on them, so that their level of proficiency will be improved in the future situations.

- It is better to see my students enjoying writing essays in my class and to have so much fun learning how to improve their skills

- Using psychology in teaching, it is very effective.

- Drawing students' attention to the progress accomplished after following such comments

2. Discussion of the Main Results

2. 1. Discussion of the Main Results of the Students' Questionnaire

The last part in this chapter discusses the main results of the study which are obtained from the questionnaires and the analysis of both teachers and students. The results are, in fact, discussed and interpreted in relation to the review of the literature introduced in the first chapter. It aims at answering the research questions and confirming or disconfirming the hypothesis stated in the beginning of our research.

The analysis of students' questionnaire comprises five parts. The first part of the questionnaire shows that most of the third year students of English at Abed Alhafid Boussouf University in Mila display a high motivation for learning writing. Thus, these results indicate that most of learners have positive attitudes towards it; this motivation makes writing pleasant and enjoyable. Additionally, the findings clearly state that learners' ability to write in English is average. With regard to the importance of writing, this skill is very important for preserving ideas and memories, and expressing oneself.

The results also show that even if the time devoted for writing is often insufficient. The majority of the students do respect the stages which are needed to follow in writing compositions. However, due to the complexity of the pre-writing stage, most of the learners spend more time on it in order to generate ideas about a specific topic, and to prepare for the final drafts. Then, when inquiring about the main sources of difficulties from which writing problems evolve, the results reveal three main difficulties: vocabulary, content and paragraph organization, and grammar. In an attempt to see whether such problems relate to mother

tongue's interference, the results indicate that most of the learners think in the target language while writing. Some problems may, nevertheless, be still attributed to the mother tongue. The results also show that such problems make most of the students feel less competent. However, we can say that committing errors is a natural part in the language learning process. At the end, we suggest some solutions that may help learners to enhance their writing proficiency. It was agreed that the best way to improve writing is via extensive reading.

In the third part, the teacher's feedback which is a very important aspect of the process of teaching/ learning writing is investigated. The results indicate that both teachers and learners are aware of the significance of feedback in both its types: written and oral. Moreover, the results of the questionnaire demonstrate that the perfect timing of the teacher's feedback, according to the students, is after finishing the message they are trying to convey or more precisely, after having finished the first draft.

The purpose of the analysis of the fourth part of the questionnaire is to see whether teacher's feedback is taken into account by the learners or not, also to investigate whether feedback helps them to improve and develop their writing production or not. The obtained data show that learners are interested in the teacher's instructions and consider them as an important element in the teaching process in general, and teaching the writing skill in particular. So, since they are helpful and supportive for students' development, teacher's comments are welcomed and extremely trusted by the students. Nevertheless, teacher's feedback is not the solely welcomed type as the students also like to receive peer or electronic feedback.

Finally, the participant students suggest that teachers must give an effective feedback, but without embarrassing their students, so that their motivation increases and their written performance improves. They also rely much more on teachers' feedback as a primary source,

since they provide them almost unquestionably trusted feedback, and this helps learners know their weaknesses and avoid making the same mistakes in future situations.

2. 2. Discussion of the Main Results of the Teachers' Questionnaire

The analysis of teachers' questionnaire contains four parts. The first part involves questions one and two which aims to obtain general background information about the teachers' of Written Expression module at Abed Alhafid Boussouf University in Mila. Generally, the data show that most of these teachers have enough experience and qualifications to teach writing.

The second part, is designed to meet the first aim set for this dissertation: to examine teachers' practices in the writing class. The majority of the teachers believe that the eclectic approach is the most useful approach in teaching EFL/ESL writing in comprehensive way because it is considered as a mixture of many approaches (product, process, and genre). This broad approach creates a good learning environment which is necessary to reach the objectives of the lesson. However, others have another opinions; they think that the process approach is more beneficial for students in order to learn how to integrate teachers' feedback in successive drafts.

The results also show that even if teachers have been teaching writing for many years they still find it a difficult matter to handle. The main sources of learners' writing problems which teachers of Written Expression notice most are three: vocabulary, spelling and punctuation marks, and content and paragraph organization. Furthermore, in spite of such problems the majority of our informants compel their learners to always practice writing and this is by writing essays. In addition, they think that the best way to enhance their students' writing style is through giving effective feedback and using rewards and punishment. Providing feedback is one of the most important tasks of the teachers of writing who also

perform the five roles that are mentioned before in the teachers' questionnaire (an information provider, instructor, manager, assessor, and observer).

The purpose behind the analysis of the third section of the teachers' questionnaire is to know whether teachers provide feedback or not and what type of feedback they use. The importance of feedback is very clear from the results: it gives students the right information about their learning progression and it helps them avoid mistakes. In addition, the data indicate that all teachers deliver their feedback in different ways. Some of them find it better to use both types of feedback (oral and written), while others prefer to use only the written feedback. Besides, the majority of teachers prefer to correct their students' written assignment by showing the mistakes using symbols. In addition, the results of the questionnaire demonstrate that the majority of teachers claim that their students respond to their feedback very often.

Finally, the majority of teachers suggest that they should always remind their learners of the significant role of writing in both their academic and professional life. They also suggest that they should always look for new methods of giving feedback, especially that technology is being used by more and more students. Nevertheless, teachers must explain for their students that feedback is not a mere criticism which embarrasses students or impedes writing, but rather it is a way of enhancing writing.

Conclusion

This chapter has presented the results yielded by the research instrument used in the current study. The obtained results from the questionnaire of both teachers and students revealed that the third year students of English at Abed Elhafid Boussouf University in Mila consider writing as a necessary and helpful practice in the learning process. Moreover, they

have a positive view towards the teacher's feedback and consider it as an important technique to identify their weaknesses and improve their performance. Thus, the hypothesis suggested in the introduction is confirmed.

Pedagogical Recommendations

After discussing the major results yielded by the two research instruments, this part is devoted to the implications of the results that can help third year students of English in Mila University to overcome the problems they usually encounter when their teachers of written expression provide them with corrective feedback.

➤ Creating a Healthy Classroom Atmosphere

In fact, creating a pleasant atmosphere can be very beneficial to learners. As such, students will feel secured and comfortable when learning and they will feel motivated to write even if their English language is not very good. In other words, it is necessary to maintain a good relationship with students.

➤ Increasing Motivation to Write

As we said previously, motivation is extremely necessary for students because writing, itself, requires special attention to be paid to motivational conditions. For this reason, teachers should find some ways to develop it, and this can be done through:

- Writing with purpose which is a chief motivator which often leads to producing high quality of writing. Hence, teachers should choose topics which are appropriate to their students' needs and interests, or just give them some freedom to choose topics so that they can express their flow of thought without pressure.

- Teachers also should encourage students to use different stages while writing such as: pre-writing, drafting, and revising their final drafts so that they can diagnose possible discrepancies between their first and final copies.

- In addition to that, since most students use technology in their daily life (electronic dictionaries, wikipedia), teachers should motivate their students to use it as a tool for learning to help them increase their writing skill.

➤ **Adopting the Process Approach**

The next pedagogical implication addresses the approaches used by teachers of written expression in Mila University. According to the analysis of teachers' questionnaire, the majority of teachers adopt the eclectic approach which combines different approaches (product, process, and genre). However, most of them believe that the useful approach to teach writing is the process approach mainly because with the rise of the process approach, the central focus is no longer on the finished text, but on the steps that make up the act of writing and the students' progress throughout these steps. Moreover, teachers' role inside the classroom in this particular approach is to give to their students enough time not only to get more ideas, but also to express them in well-formed structures.

➤ **Giving an Effective Feedback**

For correcting to be effective, Ferris (2003) argues that teachers need to consider three factors. First, students should be made aware of the significance of correction in the process of writing. Second, correction should be selective and focus on the most frequent errors rather than single ones. Third, feedback should be provided on preliminary drafts rather than final drafts. To put it another way, it is true that students are interested in marks and nothing else, but it is necessary from teachers to give positive comments which reinforce students to improve their writing because although there are many types of feedback, the teacher's feedback is the most trusted one by the learners. Therefore, teacher's feedback needs to be provided in an appropriate manner and time.

➤ **The Help of Administration**

Since all students claimed that the time allocated for writing is insufficient, the administrators should supply teachers with additional sessions for teaching the writing skill in order to give an opportunity for more practice.

Limitation of the Study

- First, due to the widespread of the deadly pandemic COVID19 and the lockdown, the two researchers could not meet each other, nor could they meet the supervisor and benefit from her comments and remarks face to face.
- Second, this study was planned to study a sample of 100 students, but unfortunately due to the obstacles that we faced in submitting the questionnaire, we could reach only 70 of them. Thus, to our belief, the results would be more authentic if the sample was larger.

Suggestions for Further Research

Actually, at the very beginning of this study, the aim was to examine the role of teacher's feedback in enhancing students' writing, and at the same time, to investigate the learners' attitudes towards their teachers' feedback; thus, we offer some suggestions for further research:

- First, the main tool that we used in conducting our research was the questionnaire for both samples (teachers and students). Future research may use the interview for teachers to see which approach they adopt, their strategies, and their types of feedback. Moreover, the use of experiment for students may be of great significance to study the main problems faced during writing, and their real attitudes concerning the given feedback.

- In addition, this study is limited to 70 students and only 13 teachers. Hence, future research can include larger populations.

General Conclusion

Writing is one of the major language skills that are taught and developed to achieve a number of purposes as facilitating the communication between learners. Therefore, ESL/ EFL teachers who want to improve their students' have to bear in mind all the problems that may arise while teaching writing. Moreover, to meet their students' needs, teachers of writing need to provide effective feedback because it is viewed as an important means of fostering learner motivation and ensuring linguistic accuracy.

The purpose of the current research is to identify and analyze how ESL/EFL teachers deal with learners' writing problems and to what extent teacher's feedback affects their students written production. In order to study this relationship between students' writing quality and teacher's feedback, the present paper comprises two chapters. The first chapter, a theoretical part is devoted to a literature review which encompasses previous researches about "writing skill" and " teacher's corrective feedback ". In this case, it was necessary to acknowledge the importance of using different approaches to teaching writing, especially the process approach, in addition to the main types and strategies of giving feedback. The second chapter, the practical one , provides an analysis of the data obtained using two questionnaires: one for teachers and the other for students. Indeed, the analysis of the obtained data proves that teachers try to provide their learners with appropriate feedback that offers them the right information and suggestions for improvement. Besides, we notice that the majority of learners respond to teacher's feedback as positive constructive comments because they believe that teacher's feedback plays a crucial role in their learning process.

So, the hypothesis upon which the present study is grounded has been confirmed since teacher's feedback on writing is perceived as an influential and indispensable component in the process of teaching writing by the students.

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Appendices

UNIVERSITY CENTER OF MILA

FACULTY OF ARTS AND LANGUAGES

DEPARTMENT OF ARTS AND ENGLISH

Students' Questionnaire

The Role of Teacher's Feedback in Enhancing Students' Written Production.

Dear students,

You are kindly invited to fill in the following questionnaire. These questionnaire is designed to assess your attitudes towards your teachers' feedback in your written production.

Please, tick the appropriate answer and justify it whenever possible. We extremely appreciate your collaboration.

Part One: Background Information

1. Are you motivated to learn writing?

A. Yes

B. No

2. How would you rate your level of writing ?

A. Good

B. Very good

C. Average

D. Bad

E. Very bad

3. Please, choose ONE statement which BEST describes how do you feel about the importance of writing.

A. Writing expresses who we are as people

B. Writing equips us with communication

C. Writing is an essential job skill

D. Writing preserves our ideas and memories

Part Two: Writing Skill

4. Are you given enough time in the classroom to write or to answer writing activities?

A. Yes

B. No

5. Do you usually follow the stages of writing in your written assignment?

A. Yes

B. No

6. If yes, which stage in your written assignment takes more time?

A. Pre- writing

B. Drafting

C. Publishing

7. Which of the following aspects constitute a major problem for you in writing ? (you can select more than one option)

A. Grammar

B. Vocabulary

C. Spelling and punctuation

D. Capitalization

E. Content and paragraphs organization

F. Native language interference

8. When you write in English, do you:

A. Think in English language

B. Translate from your mother tongue language to the second language

9. Do you feel less competent when you face these problems ?

A. Always

B. Sometimes

C. Never

10. From your point of view, what could be the best way to improve your writing ?

A. Extensive reading

B. Extensive writing

C. Taking notes

D. Using electronic dictionaries

Part Three: Teachers' Feedback to Errors in Writing

11. Does your teacher of Written Expression correct your errors?

A. Yes

B. No

12. Which of the following types of feedback would you like from your teacher to give more in the future?

A. Oral feedback

B. Written feedback

C. Both of them

13. When your teacher offers you feedback, do you prefer that he?

A. Corrects your errors immediately after their occurrence

B. lets you finish the message you are trying to convey and corrects your errors

14. Which of the following would you like from your teacher of English to do when responding to errors? (Please tick only ONE answer)

- A. Circle the error
- B. Circle the error and provide correction
- C. Circle the error and categorize them
- D. Circle the error, categorize them, and provide correction
- E. None of the above

Part Four: Learners' Attitudes to Teacher's Feedback

15. Do you read your teacher's corrections?

- A. Yes
- B. No

16. If you are answered by yes , do you:

- A. Read them carefully
- B. Look at some of them
- C. Ignore them

17. What source of feedback do you prefer the most ?

A. Teacher's feedback

B. Peer's feedback

C. Self-feedback (self- assessment)

D. Electronic feedback

E. All of them

18. Do you integrate your teacher's feedback into your writing?

A. Yes

B. No

19. Do you find that his/her feedback is useful?

A. Yes

B. No

Part Five: Students' Suggestions

20. In your view, how can teacher's feedback help in ameliorating students writing skill?.....

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Your collaboration is highly appreciated

Teachers' Questionnaire

Dear teacher,

I will be very grateful if you take a few minutes to complete this questionnaire whose aim is to gather information about teachers' practices in the writing class, their conceptions of feedback, and the way they incorporate both written and oral feedback in their writing instruction.

Thank you very much for taking the time to share your ideas and experiences. Your input is very important and greatly appreciated.

Part One: Background Information

1. Which academic degree do you hold?

A. Master

B. Magister

C. Doctorate

2. How long have you been teaching written Expression at university ?

.....year(s)

Part two: Teaching Writing

3. When teaching the writing skill, which approach of the following do you adopt ?

A. Product approach

B. Process approach

C. Genre approach

D. Eclectic approach

4. Do you find teaching writing skill a difficult matter ?

A. Yes

B. No

5. What are the most common writing problems you noticed in your students' writings? (you can choose more than one option)

A. Grammar

B. Vocabulary

C. Spelling and punctuation

D. Capitalization

E. Content and paragraphs organization

F. Native language interference

6. Do you oblige them to write?

A. Yes

B. No

7. If yes, how do you do that ? Is it by:

A. Writing essays at home

B. Writing diaries

C. writing responses to novels

Others, please specify:

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8. Do you think that the best solution to enhance learners writing is:

(you can choose more than one answer)

A. Giving rewards and punishments

B. Giving effective feedback

C. Using interactive method

D. Using technology

9. According to you as a teacher, which role do you perform in the writing classroom?

A. An information provider

B. Instructor

C. Manager

D. Assessor

E. Observer

F. All of them.

Part Three: Teachers' Feedback

10. Do you provide feedback to your students?

A. Yes

B. No

11. If your answer to the previous question is 'Yes', which one of the following types of feedback you give?

A. Oral feedback

B. Written feedback

C. Both of them

12. In your opinion, which way is more effective in giving feedback ?

A. Direct feedback

B. Indirect feedback

C. Both of them

13. How do you correct your students' written assignment, do you :

A. Provide directly the correct form

B. Show the mistakes using symbols

C. Just cross the mistaken parts

Other: please specify

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.....

14. How often do your students respond to your feedback?

A. Always

B. Very often

C. Sometimes

D. Rarely

E. Never

Part Four: Teacher's Suggestions

15. Please, add any suggestion you see relevant to the aim of the questionnaire

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Your collaboration is highly appreciated

Résumé

On ne peut nier que les remarques de l'enseignant par rapport aux écrits des étudiants sont un élément essentiel et indispensable dans le processus de l'apprentissage de l'écriture. Comme cet élément doit être un guide à suivre par les apprenants tout au long de cette phase, ainsi que l'utilisation des autres procédés ou moyens qui peuvent les aider à produire des écritures meilleures.

Cependant, les opinions et les réactions des étudiants face à ce type d'observations peuvent différer. Par cela, cette étude, a pour objectif, l'étude de l'impact de ces remarques sur les écrits des étudiants et à étudier également leurs attitudes vis- à -vis ces remarques. Pour réaliser les objectifs de cette recherche, deux outils essentiels ont été utilisés, à savoir un questionnaire destiné à un échantillon de 70 étudiants de la troisième année et un autre questionnaire destiné aux 13 professeurs du département de langue anglaise de l'Université Abdel Hafid Boussouf Mila.

Alors, quelques idées ont été extraites du questionnaire des professeurs sur les méthodes adoptées par les professeurs d'expression écrite et leurs stratégies pour la soumission des observations. En ce qui concerne le questionnaire destiné aux étudiants, il s'est avéré que les observations des professeurs sont souvent bien accueillies et reconnues par les apprenants, pour leur rôle dans le développement de la maîtrise de l'écriture. Par conséquent, ces résultats confirment que les observations et les avis des professeurs sur les écrits des étudiants améliorent considérablement leurs travaux écrits.

المخلص

لا يمكن انكار ان ما يطرحه الاستاذ من ملاحظات حول كتابات الطلبة هو عنصر اساسي في العملية الكتابية ، حيث يجب ان يكون هذا العنصر الدليل الذي على الطلاب اتباعه طوال هاته المرحلة الى جانب استعمال وسائل اخرى قد تساعدهم على انتاج كتابات افضل.

مع ذلك قد تختلف آراء الطلبة وردود افعالهم اتجاه هذا النوع من التعليقات لذلك تهدف هذه الدراسة الى التحقيق في مدى تأثير ملاحظات الاستاذ على كتابة الطلبة ودراسة مواقفهم اتجاهها. لتحقيق اهداف هذا البحث تم استخدام اداتين اساسيتين الا و هما استبيان لعينة مكونة من 70 طالب وطالبة للسنة الثالثة ، و استبيان اخر لي 13 استاذ من قسم اللغة الانجليزية بجامعة عبد الحفيظ بوصوف ميلة.

حيث تم استخلاص بعض الافكار من استبيان الاستاذة حول الاساليب المتبناة من طرف مدرسي التعبير الكتابي و استراتيجياتهم في تقديم الملاحظات. اما بالنسبة لإستبيان الطلبة تبين ان تعليقات الاساتذة غالبا ما تكون موضع ترحيب وثقة لدورها في تطوير اتقانهم للكتابة لهذا تؤكد هذه النتائج ان تقديم الاساتذ لملاحظات حول كتابات الطلبة يحسن من كتاباتهم بشكل ملحوظ.